

School Activities

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ANNOUNCING

AN INVITATION is extended to you and to your school to enter your publication in the Twenty-third Annual Contest for student newspapers and magazines to be conducted by the Columbia Scholastic Press Association.

Participation will help because:—

- fourteen classifications with numerous subdivisions permit recognition of special groups;
- every publication in the CSPA Contests must enter its classification and receive a rating;
- each publication learns where it stands at the time of rating as compared with others of the same type;
- special contests—Typographical, Hand-Set, Literary, Lithographed, Fashion—give attention to details and credit for these features;
- “All-Columbian” rating gives prominence to the factors leading to better publications;
- every phase of the publication is considered in the rating and judged according to its merits;
- entries are rated by advisers thoroughly familiar with their fields;
- the viewpoint is that the publication is an educational project and must be seen through the eyes of the teacher;
- the classification groups are comparatively small or are broken into smaller units for careful study and consideration;
- this is a cooperative venture in which the standards are those set by the papers themselves and where each adviser is invited to contribute something to the slow but steady progress now being made toward better student publications.

FOR YOUR DATE BOOK: 23rd ANNUAL CONVENTION--MARCH 20-21-22, 1947

THE COLUMBIA SCHOLASTIC PRESS ASSOCIATION

JOSEPH M. MURPHY, *Director*

Columbia University

New York City



the 23rd Annual NEWSPAPER MAGAZINE CONTEST

Aims of the C. S. P. A.

ALL who are trying to serve their school-communities through work on the student publications will find a similar and sympathetic point of view among the membership of the Columbia Scholastic Press Association. ¶This Association devotes itself to the task of maintaining the amateur standing of the student publication; of repulsing the encroachments of those who would make it an object of exploitation and an instrument of propaganda; of preserving it as an educational project and institution; of keeping it avocational in tone and the outgrowth of the experiences of those who produce it and are served by it. ¶The impressive record of achievement since its foundation and the service it renders to student publications, advisers, editors and staff members, as well as to the school itself, gives an indication of the future policies and performances of this Association.

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School Activities

HARRY C. McKOWN, *Editor*

C. C. HARVEY, *Assistant Editor*

C. R. VAN NICE, *Managing Editor*

VOL. XVIII, No. 4

DECEMBER, 1946

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At the end of the year, the abnormal Eel that could swim well, run, climb, and fly a little was made valedictorian.

—*Secondary Workshop, University of Wisconsin, Summer, 1942.*

Sophomores Entertain at Christmas Party (Continued from page 80)

limited period of time allowed. The idea was to give the Sophomores an opportunity to act as hosts in welcoming the Freshmen into high school and in orienting the Seventh Grade pupils, since they are housed in a separate building.

Invitation, entertainment, refreshment, decoration, arrangement, music and clean-up committees did their respective parts out of class time, except for activities that fitted into class work, such as the jobs done by the Industrial Arts boys and Home Economics girls.

STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 23, 1912

of School Activities Magazine, published monthly except June, July, and August, at Topeka, Kansas, for September 11, 1946

County of Shawnee, State of Kansas, ss:

Before me, a Notary Public, in and for the State and County aforesaid, personally appeared C. R. Van Nice, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.

Managing Editor: C. R. Van Nice, Topeka, Kans.

Business Manager: C. R. Van Nice, Topeka, Kans.

2. That the owner is School Service Co., Inc., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: Harry C. McKown, Gilson, Knox County, Illinois; C. R. Van Nice, 1525 Washburn, Topeka, Kansas; R. G. Gross, 360 So. Ogden, Denver 9, Colorado; Harold E. Gibson, 511 No. Fayette St., Jacksonville, Illinois; Nelson Ives, 415 Kansas Ave., Topeka, Kansas; T. H. Reed, 802 Buchanan St., Topeka, Kansas; D. Raymond Taggart, 1209 Boswell Ave., Topeka, Kansas; Ray Hanson, Macomb, Ill.; Elizabeth M. Gross, 360 So. Ogden, Denver 9, Colorado; Service Print Shop, 1121 Buchanan St., Topeka, Kansas.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holders appear upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any

other person, association, or corporation has any interest direct or indirect in said stocks, bonds, or other securities than as so stated by him.

C. R. VAN NICE
(Signature of Business Manager)

Sworn to and subscribed before me this eleventh day of September, 1946.

(Seal)

(My commission expires April 23, 1947)

A. J. BASSETT

Comedy Cues

A LESSON IN PATIENCE

Three boys entered a village confectionery. The rather gruff old proprietor said to the first boy, "What do you want, my boy?"

"A dime's worth of marbles, please."

The old man climbed a ladder, brought down the jar that contained the marbles, made up the packet and returned the jar to the shelf. Then he asked the second boy what he wanted.

"A dime's worth of marbles, please," was the answer.

"Why didn't you say so before?" said the old man irritably, as he went for the ladder again. "Do you want a dime's worth of marbles, too?" he demanded of the third boy.

"No," replied the third boy.

The old man climbed to the shelf again, brought down the jar, made up the second packet of marbles, restored the jar to the shelf, and once more put the ladder away.

"Well, my boy, and now what do you want?" he asked of the third boy.

"A nickel's worth of marbles," came the answer.—*Balance Sheet.*

A mother was enrolling her 6-year-old son in kindergarten. The teacher, following the usual formula, brought out her records and began to ask questions:

"Does the boy have any older brothers?"

"No."

"Younger brothers?"

"No."

"Younger sisters?"

"No."

At this point the lad, who had grown increasingly unhappy and self-conscious put in a wistful word, "But," he said defensively, "I've got friends."

—*Marjorie Burtow in Oklahoma Teachers*

FOR A HOME ON THE RANGE?

Woman Customer (in bank): "I would like to make a loan."

Bank Official: "You'll have to see the loan arranger."

Woman: "Who?"

Official: "The loan arranger. The loan arranger."

Woman: "Oh, you mean the one who says, 'Hi-Ho Sliver?'" —*Insurance Pictorial.*

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As the Editor Sees It

So far this fall in a dozen student council conventions in the United States and one in Canada we have been struck as never before with the necessity for a clarified conception of the place of student participation in school control. We believe that this is the biggest and most pressing problem in the development of student government today because all ideals, programs, schedules, projects, and activities must be based upon it.

Evidence that school people do not agree on this field is to be found in the wide variety of types of student councils—councils that range all the way from an authorityless and programless “informal council” that discusses and never acts, to the “self-government” type which makes an attempt to handle practically all cases of school discipline. And if school folks are in such disagreement, what can be expected from the students and council members themselves?

True, there may justifiably be differences in such areas within the various schools, but, in general, the outlines of the council's field of responsibilities and activities should likely be about the same in all schools.

To emphasize this point—we need, badly, a clarification and delimitation of the areas of council work.

This is a job not for the principal and sponsor only, but for the faculty, the student body, and the community. Naturally, the principal and the sponsor must take the initiative in developing this essential program of education and clarification.

We've often wondered why a news or correspondence column reflecting the ideas, interests, attitudes, and activities of graduates and former students is so rarely found in school newspapers. Why isn't it? Such a department should be immensely valuable to any school.

And while we're on the subject of school publications, let's urge them to abolish any and all of the sections that have the “information, please” flavor—a glorification of isolated and unimportant facts that have no practical, cultural, or other value, save as the basis for a stunt. In no

way whatever does this material represent true educational worth.

Ever and anon we read a description of an “honor study hall” unpresided over by teachers but organized and directed by the students themselves. In almost all instances the basis of such a plan is high marks—only students with high averages are permitted to enter them. We are of the opinion that such an arrangement should be made available to any student, irrespective of his marks, who agrees to co-operate wholeheartedly in the venture. In any setting there are many good responsible school citizens who are not on the academic honor roll, and these should not be denied the recognitions and privileges of that citizenship.

Christmas season—not a time solely for the centering of attention on something that happened centuries ago, but a time for centering attention on the implication of that happening for a time centuries later. If this is not done, our Christmas story is only a fairy tale to be read and enjoyed; it has no further value.

“Let's discuss the great issues in our schools and colleges, let's encourage solution-finding, but let's not debate,” is the concluding sentence in Willis F. Dunbar's “Let's Not Debate,” October number of *The Clearing House*. His contention is that pupils should learn the techniques of settlement, not argument. Maybe he has something there! Certainly in the solution of a problem there is a place for argument, good argument, but the main emphasis should not be upon glorifying argument for its own sake. And the average debate in which one side “wins” and the other “loses”—on the basis of debate procedures, strategies, evasions, trickery, misemphasis, misrepresentation, etc.—never convinces anyone of anything. In real life few or no “sides” win so completely. Both or all sides usually have good points, and a compromise built around these points is the practical outcome. In any case, whether you agree or not, you'll find this a stimulating article.

Well, merry Christmas to you and yours.

What's in Assembly

A COMMON query from our students is "What is the program for next assembly?" Each Friday, during home room period, the entire junior-senior high of over six hundred students gather in the spacious auditorium for education and entertainment. They like to participate, and appear, on that stage, and this educational phase is predominant in the planning of programs. They like to be entertained and have learned to accept any program—if they like it, a thunderous applause, if not to their taste, a polite applause for one encore, then back to class. But the students have been genuine in their critical appraisal, always thoughtful hosts, and rarely erring in their judgment.

All assemblies open with an appropriate prelude by student musicians, and then follows a student conducting the devotions by reading a suitable reference from the Bible and leading the audience in the Lord's Prayer and flag salute.

Occasions arise in the life of every school when it feels the desire to honor the memory and pay tribute to those who have left their imprint. During the past year, the death of a member of the Board of Education, the demise of an active teacher in classroom service, and the supreme sacrifice of thirteen boys in military service found expression in three impressive memorial services that were dignified by their simplicity and profound in their impressions upon the student body. A deep sense of reverence marked these programs dedicated to our associates who gave their last full measure of devotion and for whom the battle day is, in truth, passed.

"A startling, yet happy discovery, in attending the San Francisco Conference was that, in spite of variety of color in skin and many styles of dress, all those representatives from fifty-one nations were fundamentally interested and spoke of peace and happiness in life." This firsthand report by Dr. F. L. Schlagle, president of the National Education Association, speaking to the students, brought a new understanding of our world neighbors. Other speakers during the year included the Lutheran pastor, who spoke on "National Religious Education Week";

W. LESTER CARVER
*Westinghouse Memorial
High School,
Wilmerding, Pennsylvania*

the Methodist minister, who used the Thanksgiving theme in "Something For Nothing"; the Negro Baptist pastor who enlarged our racial horizons during National Negro Week; the five pastors and priests who spoke briefly to the students, introducing the course of religious education to be given one hour a week on released school time; and Dr. F. Arnold Young, who entertained and educated us with his ideas of "English as She Is Spoke."

A new activity arrived in our school last year—choral speaking—and thirty-two students in two choirs, Lyric and Verse, enjoyed the reading of poetry and prose en masse. These choirs presented one complete assembly program and assisted with three other presentations. In this same field, six girls from the Oral Interpretation group of Seton Hill College gave a varied program of readings and later in the season twenty girls in the Verse Choir of the same college gave us a recital of choral readings.

Music was the theme in five assemblies, featuring a concert by our school band that won second place in the state Forensic League competition; a prevue of the operetta "Chonita" presented by our school chorus; the traditional carol sing at Christmas time, involving the story of the carols and the audience singing them; a program of popular songs by an alumnus who now has her own program on KDKA; and a recital of classical soprano selections by a friend of the school.

"The Nativity" is a must every year in performances for assembly and an evening one for the community, and this last season the scenes were adapted from the York, Wakefield, and Coventry cycles. The senior English teacher wrote a television script on the life of George Washington Carver, which was given a public performance in Pittsburgh by KDKA artists and which was dramatized in assembly very effectively, using our own students. An alumnus wrote a script covering the "25

Years of KDKA," and this was produced as a studio broadcast, with all sound effects, on the stage in full view of the audience and on the very birthday of that station. Too, there was the induction ceremony of the National Honor Society, with the dignity of the academic robe and hood and the surprise element of introducing those students elected; also a round-table presentation of the Community Fund and the "History of Books" for National Book Week with free-hand drawings sketched by two student artists, depicting the development of books down through the ages.

Two assemblies were devoted to making awards—early in the season when the local and district salvage coordinators came to present citations with certificates to sixty boys who had assisted in the paper salvage drives, and the final assembly of the year awarding pins, letters, and scholarship honors to over three hundred students for their participation in activities.

The popular interest in quiz programs added three presentations to our schedule, "Dr. I. Q.", "What's The Name of That Song?", and "Blind Date". All material was prepared with faculty cooperation but actual conduct of each quiz was handled entirely by students with splendid support from the audience.

A national lyceum bureau supplied eight programs by contract. They were interspersed throughout the season.

Several programs of a miscellaneous nature were interesting in their content—a modern lighting demonstration by the Duquesne Light Company; Johnson, the Magician; the National Education Association motion picture, "Assignment: Tomorrow"; a variety program of skits and music given as "Senior Morning"; and one assembly devoted to the explanation of awards and honors available to our students.

Short, snappy pep meetings during football season followed each assembly when the theme permitted; otherwise a brief meeting was held the last fifteen minutes of that day.

After several years of wartime interruptions and the return of the assembly director from three years absence for military service, last season was one of reconversion and gradually shaping the assembly programs to a peace-time position in our school life—to making the pro-

grams a pleasant educational experience, to enlarging the students' horizons, and to inculcating the ideals of being an intelligent and discriminating audience.

Here is our assembly schedule as it was carried out last year:

Assembly Programs
Westinghouse Memorial High School
Wilmerding, Pennsylvania
1945—1946

1945	
Sept.	7 Memorial Service in memory of John W. Ungerman, School Director
"	14 V-J Day and Memorial Service for 13 lost in service
"	21 Bently Trio-Xylophone artists (Lyceum program)
"	28 Awards to students in paper salvage drives. George Rush, Clarence Crux.
Oct.	5 Rev. E. M. Miller on "National Religious Education Week"
"	12 Institute. No Assembly
"	17 Community Fund program by students
"	22 Ancient Musical Instruments (Lyceum program)
"	26 Dr. F. A. Young, "English as She Is Spoke"
Nov.	2 Studio broadcast of Lois Watson's prize script "25 Years of KDKA"
"	13 "Four Freedoms" by Choral Speaking Choirs
"	16 Lewis Players "Military Mystery Play" (Lyceum program)
"	21 Thanksgiving Program. Rev. Dawson & Verse Choirs.
"	29 Preview of operetta "Chonita"
Dec.	7 Introduction to Weekday Religious Education—Ministers
"	10 Lecture; Major Imrie (Lyceum program)
"	14 History and singing of carols
"	20 The Nativity. All schools participating.
1946	
Jan.	4 Memorial services in memory of Ethel Divens, teacher
"	11 Modern Lighting Demonstration—Duquesne Light Co.
"	17 Johnson, The Magician
"	25 Quiz: "What's The Name of That Song?"
Feb.	1 Explanation of Scholarships, Awards, and Honors available

(Continued on page 126)

Educational Values of Interscholastic Athletics

INTERSCHOLASTIC athletics have always been the subject of much public criticism. This has been especially true during the past few years. There is some justification for this criticism, and it is the duty of every athletic director to take stock of his program.

Are the majority of our schools stressing the developmental and educational phases of athletics? Does the spirit to play fair in a sportsmanlike manner dominate the activity? Or does the average school place winning first and the method of winning second? Does character development hold as important a place as physical development and muscular coordination? Is good citizenship one of the objectives of athletics in the average school? Does the program benefit the majority, does it cater to a select minority who need less of the training than some other youth who never is given the opportunity to participate? Is proper supervision given during the time allotted by the school for such supervision? Is there a definite training program rigidly enforced, or are exceptionally valuable players permitted to "get by" and do about as they please?

These and many other questions are being asked by the public. This is a challenge to our schools. War conditions have brought about many problems which have been left largely up to the schools for solution; it is time that we consider seriously the exact situation, take stock of our programs, and act fearlessly and without favor.

The public very seldom considers an athletic program from the educational angle. A competitive sport is purely competitive so far as the majority of the public is concerned. And so in many communities there is a spirit of "anything to win". Pressure is brought to bear on the coach if he loses, and if he loses games consistently it costs him his job. In such communities, one of the first duties of the school is to educate the public concerning the purposes of an athletic program.

The school sponsors athletics because it is a motivated activity for the development of the individual—the entire individual. If it were not for this fact there would be little excuse for the school to sponsor athletics. Competitive athletics

ROBERT E. ARTHAUD

*Coach, Tioga High School,
Tioga, North Dakota*

offer a stronger motive for more concentrated effort. The element of winning is strong in every human being. The desire for approbation, the glory of a fine play before an appreciative audience, the opportunity for self-expression where none had been offered before, all make an appeal to the average high school student. We have all had boys playing basketball who have admitted that they would not be in high school at all if they could not play that game.

Some superintendents frankly admit that they gain a larger enrollment because of their fine program of athletics. Why is it not desirable that such a program attract more students? The attitude has frequently been criticised and the school blamed because of the accusation that it was operating more for athletics than for the "necessary branches". We can take advantage of the attractiveness of athletics for the average high school youth by making our program educationally sound. Here is one of the best opportunities for motivating clean sportsmanship, unselfishness, loyalty, honesty, and courage. There are very few of the regular curricular subjects that can offer as much.

How can the athletic director so develop his athletic program that it will offer opportunities to most of the boys in his community and prove so attractive that most of the boys will want to take part in athletics? Such an accomplishment is not particularly difficult. It requires a little careful planning, a sincere desire to benefit all boys, and an attractive program of activities *open to all*. It must be so managed that the results will gain the approval of most of the parents of the boys, as well as of the boys themselves. Parents do not care to have their boys take part in a sport that is apparently detrimental to character. Neither do they want their boys to take part in contests in which they are constantly losing. It sounds as though it were a difficult feat at best. Its simplicity is rather astounding.

Our training program is in and for a

small high school. I am the only coach in the system. About thirty boys of high school age practiced regularly during the basketball season last year, and approximately half that number from the elementary school. Every one of those boys played competitive basketball interscholastically at regular periods during the season. We had three teams, and every boy on every team had an opportunity to play. There was less jealousy at the end of the season over playing positions than there was at the beginning.

Three boys, two in high school and one in the grades, quit after the first week because they did not make the first team. I thought at first it was poor sportsmanship, but discovered that previously the boys who did not "make the team" the first of the season had been ignored the balance of the season. They simply became discouraged and dropped out. As our season progressed, the three boys saw that they would have the same opportunity to play the others had who stayed, so all three asked, and obtained, permission to practice with us again. They are still basketball enthusiasts. We went on the principle that our program was for all the boys all the time, and they all liked it. Rather than develop an elite aristocracy of "first team men", we made those top players scramble to hold their places, for they knew that if they did not perform top-notch—not only in physical activity, but in sportsmanship and obedience to regulations—they would be promptly replaced. This made for better cooperation. We developed team play rather than individual play, and the boys learned that they could win more games, have more fun, and play cleaner basketball if they followed the team idea.

Second in our category of principles in athletics was our training program. The boys made their own training rules, based on those set up by the state high school league. They provided their own penalties, and needless to say those penalties were just as strict as any coach would care to establish. We had one man placed on probation during the season, and none were put out completely because of breaking training.

The third and last element to be stressed in our interscholastic athletic program is citizenship. Most of our boys would rather win but they want to win fairly, and they have a great contempt for any

team that does otherwise. There may be a few coaches that will disagree with our stand on this. Some may secretly train their players to do anything that will "get by the referee". That tendency has increased during the war years, when it was necessary in many localities to employ inferior officials. It is the real test of a real coach when there is more opportunity to violate rules during a game without getting caught. Anything-to-win coaches have done immeasurable harm to the boys under their training program. It is in school that many of our youth learn to obey the laws of our communities, and the same holds true conversely. Actually to train an athlete to violate a rule may later lead to law violation, and flagrant disregard for accepted civilized practices. The coach that thinks it "smart" to train boys to violate basketball rules should consider that he may be helping to develop a potential criminal, other things being equal. In any case, he is missing the opportunity to develop good citizenship through a motivated activity program.

We have all seen evidence which convinces us that there is much to be done before our present average system of interscholastic athletics will approach our ideals. We see evidences every season that make us wonder just what the outcome will be. We have heard many criticisms, some of them justified. As in any other educational activity, that activity is no better nor worse than the educator under whose direction it is being carried on. The better our coaches, the better our training program and the higher the plane on which we can offer our activities to the public.

During the war it became necessary to go outside the profession of education in many instances to secure "coaching" material. It was, in some communities, a question of either that or dropping athletics for the duration. In some cases, it undoubtedly would have been better to drop athletics. In other cases, the plan proved at least satisfactory. The point I wish to make here is that, until the athletic program is a recognized educational activity among the public and all the school people, it will not exist on a plane sufficiently high to deserve the title "educational".

The army showed that our youth have been seriously neglected in their physical training in the schools. During the war,

our juveniles showed that they were then being seriously neglected morally. Our moral teaching in many classrooms is too academic and too widely separated from real life. Our graduates do not have the training to apply theories learned in their textbooks. They regard school as a decidedly separate environment, and many will tell you that they are out of school now, and wish to forget the "dry" material dished out perhaps by some superannuated spinster, in the classroom.

Athletics provide a motivated activity

in which may be developed most of the elements of citizenship training and moral character, coupled with healthful and appealing physical activity. This program, if directed correctly, can and does carry over into real life. The things learned on the playing field are remembered where many of the valuable academic truths are either half-learned or forgotten. We coaches have a great responsibility. We can develop good citizens through athletics, or we can ruin tendencies toward good citizenship in half a season.

Music Aids Relations with Mexico

THE Carlsbad High School principal, Edward C. DeMuth, and band director, Stanley Siebenthal made plans for their forty-five piece band to make a goodwill tour to Chihuahua, Mexico. Their plan received the approval of the superintendent of the Carlsbad city schools, Irvin P. Murphy, and the school board. Eight sponsors were secured, who included the wives of the above mentioned, the school health nurse, the secretary of chamber of commerce, school business manager, and High School chorus teacher.

The four-day tour cost nearly \$2000. It was financed by \$10 from each band member, contributions from local business establishments, and the school activity fund. Two hundred and fifty miles into the interior of a foreign country proved to be an experience that will live long in the memories of the students and sponsors.

Reservations had been arranged for at the modern and beautiful Victoria Hotel in Chihuahua. When the group arrived, they were made welcome by representatives of the state and city of Chihuahua. That evening the group was entertained by students of Chihuahua schools at an open air dinner garden, Los Portales. Saturday morning, May 4, a sight-seeing tour was made, which included a visit to the Governor's Palace. In the evening the band gave their Goodwill Concert to an estimated crowd of 3000 Mexican people. Sunday, May 5, the band headed the Cinco de Mayo parade and performed at the ceremonies, then gave a short concert in the lobby of the Victoria hotel, followed by a banquet given by the Governor Fernando Foglio-Meramontes of the State of Chi-

STANLEY SIEBENTHAL
*Band Director,
Carlsbad City Schools,
Carlsbad, New Mexico*

huahua. Several Mexican military and city officials were present, including Mr. Charlie Lee Rice, Vice Consul of the United States, his wife, Senor Edwardo Rivas, chairman of reception committee, and Alberto de la Pena Borja, mayor of the city of Chihuahua.

Most impressive of the trip was the hospitality of the Mexican people toward band members and their sponsors. The boys and girls of the Carlsbad High School band and their sponsors likewise admire, and have a deeper appreciation of, their Mexican friends since their visit to the historical and picturesque city of Chihuahua.

EDITORIAL from the La Vos de Chihuahua
(Translated)

EFFECTIVE AMERICANISM

Culture and the ever-growing expanse of human knowledge is a divine gift which for its diffusion and unfolding recognizes no frontiers, neither of race, nor of conventionalisms of any kind in its universal extension. There is no race of people, however small or weak, which does not busy itself with quenching the insatiable thirst for culture in the universal fountain. Each country needs cultural ambassadors from one to the other. An eloquent demonstration of the ideal expressed above is the visit made to the beautiful capital of the state by the North American students of the Carlsbad, New Mexico, High School. These students who honor Chihuahua with their presence come not as professional musicians, nor as typical tourists, but as cultural ambassadors whose mission it is to strengthen the

ties of friendship which link these two great countries, who by an inviolable decree of destiny enjoy a pleasant and advantageous proximity. Their stay here will serve as a cultural interchange between the two peoples who have always manifested a real interest in each other. The object of the two countries is to succeed in achieving a clear and perfect understanding and a complete harmony, which must exist in the unfolding of their rapid and progressive civilization.

Thus let it not be doubted for a moment that the citizens of Chihuahua will receive warmly and enthusiastically and with all affection and sympathy the twenty-five women and twenty men who make up the famous band of music from Carlsbad, coming to us not as a spectacle, but as ambassadors who come to offer us cheerfully the first fruits of their musical knowledge, and they hope to receive ours in exchange. We wish to repeat that we are sure that they will succeed as citizens of that great North American land and will do honor to their motto, which is condensed into these expressive words: Loyalty, Courage, Hospitality.

An Active Library Club

NAIDENE GOY

*Teacher of English,
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STUDENTS of Hinsdale Township High School, Hinsdale, Illinois, haven't exactly "gone Hollywood" but they have a library club which has appeared in a movie to illustrate the use of a school library. Produced by Coronet Instructional Films, an affiliated organization of *Coronet* magazine, the movie stars students Stephen White and Marianne Wilt, Miss Catharine Nicholson, high school librarian, and Miss Irene Helland, librarian of the Hinsdale Public Library. Members of the library club acted in the roles of typical students learning to make use of a school library. The technicolor movie will be distributed to junior and senior high schools throughout the United States.

"Organized to aid in the upkeep of the library and to help render better library service in the Hinsdale Township High School," according to the constitution, the library club holds meetings each Tuesday during the activity period. Program and social meetings alternate with business meetings. Among the features of the pro-

gram and social meetings have been the showing of pictures on the Library of Congress and the making of books and a special Book Week observance, with a display of new books and a faculty tea. Business meetings are concerned with the discussion and study of library routines, the making of bulletin boards and displays, and the selection of books.

Membership in the Hinsdale Township High School Library Club is open to all students who, as a membership requirement, must work in the library at least one studyhall period a week. The majority of the members work from two to five periods a week. Club pins and awards are given according to the number of hours of service given by the students.

Any student who has worked 50 hours in the library is entitled to wear a silver pin in the shape of an open book, by fulfilling the following additional requirements: carding 100 books accurately, shelving 100 books accurately, "reading" 10 fiction shelves, "reading" 10 non-fiction shelves, filing 50 cards in the catalog, and filing 50 pamphlets in the vertical file.

A red ribbon is added to the pin when a student completes 100 hours of service. A white ribbon is given when 150 hours have been completed, and a guard pin with graduation date is awarded for 200 hours.

Library club members perform three types of duties: Circulation Desk Duties—checking books out and in, answering student questions, shelving books and "reading" shelves, and sending out overdue notices and reserve book notices. Mechanical Routines of New Books—accessioning new books and stamping with ownership stamp, finding cutter numbers, typing and pasting book cards and pockets, writing numbers on the backs of books, shellacking books, cataloguing with H. W. Wilson cards, and filing in the catalogue. Miscellaneous Duties—filing pamphlets in the vertical file, checking in mail and magazines, servicing of magazines to students, helping with the inventory, and making bibliographies.

The library club has 18 members who have earned pins, 3 who have received guards, and 6 who have been awarded red ribbons.

"Boys and girls learn the principles of citizenship in their games just as well, if not more, than in their schools."

—Raymond Swing

Three Publicity Projects of a Science Club

A BIG problem with which the sponsor of any club designed primarily for the enrichment of subject matter fields of the high school will be confronted is the justification for existence of the organization to satisfy skepticism of pupils and parents outside of the club membership. We have attempted this on various occasions through the use of unusual or spectacular school assemblies and variations of exhibits. Of the techniques tried, however, the simplest, least time-consuming, and most successful was the "eclipse viewer".

In the field of science, one phase with almost universal popular appeal is an eclipse of the sun or moon. Capitalizing on a suggestion made by Chamberlain Observatory, University of Denver, the Science Club of University High School, University of Wyoming, with which I was then connected, made a "viewer" to be used in observing a partial eclipse of the sun for that particular year.

After the decision was made to perform this project, all members of the club were asked to bring all photographic negatives no longer desired to be retained by their parents or themselves to a collection box in the science classrooms. A large volume of negatives was secured and actual work was begun. A diagram of the finished product appears with this article.

All heavily exposed sections of negatives submitted, if of any appreciable size, were cut free and saved.

Plain 3" by 5" filing cards were needed. This brought the problem of money in the foreground, and a "fee" of twenty-five cents per person was decided upon by the members, which was gladly paid "if we are going to do worthwhile things like this". It was decided that no additional assessment would be made until this fund was consumed.

As shown in the diagram, small holes $\frac{3}{4}$ of an inch in diameter were neatly cut, using a small manicure scissors, after first circumscribing the circle with a compass.

The overdeveloped portions of the negatives were used to cover the holes and were fastened with Scotch tape on the side opposite the mineographed explanation. Sufficient of these viewers were made to provide one for each pupil in the six-year high

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school, with additional ones available for parents on request. Fortunately for the project the eclipse occurred on a day other than a regular school day, and so more use by parents was obtained.

Of course, many things could be used to

VIEW THE ECLIPSE OF SUN!

The sun will be in a _____ eclipse in _____ this area on _____ between the hours of _____ and _____.

USE THIS VIEWER!

FURNISHED WITH THE COMPLIMENTS OF THE SCIENCE CLUB OF _____ HIGH SCHOOL.

3/4"
Diameter.

(Total
or
Partial)
(Date)

view this eclipse, but apparently there was value in making something readily available. The reaction of pupils outside of the club membership was, "I wish that I had joined the Science Club this year. They are doing things." A typical remark in talking to parents subsequently was "What are you doing in your science club these days?"

The aim of gaining publicity had been accomplished.

* * * * *

The Council of University High School, University of Wyoming, normally a school governing body, has, on occasion, taken active sponsorship of projects designed for school improvement.

While the writer was faculty advisor

of this group, a need of new basketball uniforms became apparent and it was the desire of the Council that they, through their efforts, secure the uniforms, releasing the money of the school for other needed improvements.

To accomplish this purpose a plan for a city-wide amateur program for elementary and secondary school pupils was devised.

Laramie, Wyoming, a town of 10,000, provides five elementary and two secondary schools. It was decided by the Council that every school would be given equal opportunity to participate.

Four committees were selected: publicity, awards, program, and presentation. It was made known throughout the school that the heads of each of these committees would have power to make selections of any individual in the high school to perform functional duties commensurate to the committee.

The publicity committee prepared articles for the local press, made short talks before every grade in each elementary school, called upon the president of the Student Council, a girl with an excellent amount of stage presence, to make a talk before an assembly of Laramie High School pupils, and prepared and regulated the advertising.

The awards committee made arrangements for the purchase of five awards. A large trophy was awarded to the best act presented by an elementary school entry and likewise for the best secondary school entry. Three plaques were also awarded for the most humorous, most original, and most talented acts respectively.

The program committee worked systematically by arranging with the administration of each elementary school for the selection of the five best acts of each school to be presented for a preliminary try-out to be conducted one week prior to the formal presentation. Both high schools were allowed no limit for the try-out.

Forty-five acts appeared for the preliminary presentation. The judges consisted of two members of the University High School Council, the Council advisor, and a faculty member of Laramie High School active in pupil activities. Each judge wrote the name of each act on an individual slip of paper and arranged these slips in order of preference, permitting rapid flexibility. Judging was governed

by the factors of talent, originality, humor, and showmanship.

The number for the performance was reduced to thirty-two three-minute acts. Careful selection of the actual make-up of the program to permit variation was made prior to mimeographing. Judging was performed by a member of the University of Wyoming music department, a member of the University speech department, and a representative of the press.

The actual presentation in the University of Wyoming auditorium was conducted by a group of ticket sellers, ticket takers, ushers, and contestant guides, under the direction of the presentation committee. Contestants were seated in order in the rear of the auditorium and timed so that only one act was in the wings during the presentation of another.

A large number of individuals gained experience in organization and responsibility through the project, and the goal of the effort was achieved with considerable money to spare. A worthwhile project in initiative, cooperation, and systematic thinking.

* * * * *

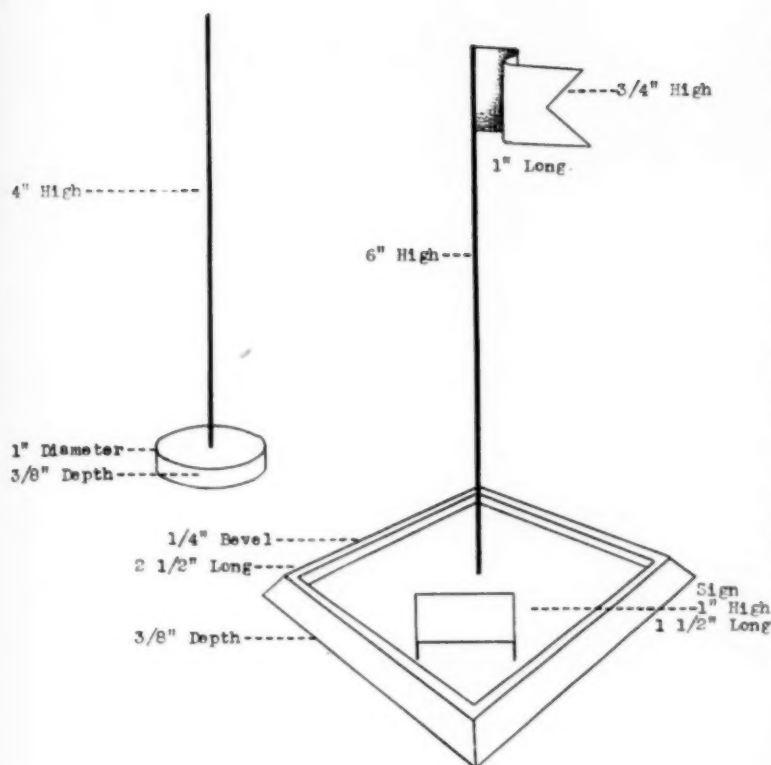
It has been the custom in University High School, University of Wyoming, as in many schools, for the members of the Junior Class to give a "prom" near the end of the school year in honor of the graduating seniors. During the particular year in question, the members of one Junior Class, sponsored by the writer, had decided upon a formal dinner-dance early in the year and through industrious projects throughout the year had managed to make it financially possible.

However, three weeks before the scheduled time for the event, the subject of dinner favors arose in a class meeting. Finances did not permit the purchase of any satisfactory commercial types, and so the making of them by class project was the only alternative.

Discussion developed that the desires of the class were to furnish something lasting and useful as well as a remembrance of the occasion and school life in general.

The favors finally decided upon were first, a filing spindle; and second, a desk ornament with an original theme. In the hope that these suggestions and their development might be useful to others, a description of the favors and the method of making them is presented here.

Lead was decided upon as the base for



the filing spindle so that it could serve as a paper weight as well. A committee immediately set to work to make molds and, after several unsuccessful attempts, four plaster of Paris molds for the base were made which would release the molded metal after hardening without damage to the mold. A lining of grease facilitated this.

Lead was secured from local sources, melted in small metal laboratory crucibles, and after the products of oxidation had been carefully cleared from the top, poured into the molds. While still molten, four inch pieces of 14 gauge steel wire were inserted to serve as the spindles. The finished hardened bases were painted with the predominant color of the senior class. Dimensions of the spindle are furnished by diagram shown with this article.

The desk ornament consisted of a two and one-half inch square block of wood to which a "flag pole" was attached. This "pole" was a piece of one-quarter inch dowel rod six inches long. Fastened at the top was a small heavy cloth flag, one inch by three quarters of an inch. The flag was in the two colors of the senior class.

A small sign, typewritten on a piece of plain white card, was also fastened to the

base in an upright position by a continuous wire acting as "post" and support. The card was inclosed in cellophane to prevent soiling and carried the inscription, "The Colors of Fort Senior are Going! Going! Going! Gone with the Wind!"

To give this favor a little practical value for a desk, a blotter was fastened to the bottom of the base.

The bases were provided with a complete one quarter inch bevel, stained and varnished. The flag pole was fastened to the base by drilling holes with a quarter inch bit and gluing in the dowel rod. The fastening of the flag to the rod and the sign to the base was accomplished by a continuous wire passing through

two one-sixteenth inch holes drilled in each piece of anchor material.

Development of both of these favors was entirely new to the sponsor and aside from suggestions and some manual assistance, all development and work was accomplished by energetic committees of pupils.

The natural pride of accomplishment of this group of young people was further enhanced in the expressed pleasure of the seniors.

The total expense for all of the materials mentioned to complete sixty-five satisfactory favors was less than four dollars.

Exodus. The Federal Government has lost many of its most capable men. Finding replacements is difficult at customary government salaries. Walter Lippman recently wrote: "There is an American myth and legend... that the 'plain people like mediocre men in their government.... This is a politician's fable.... The cult of mediocrity, which is a form of inverted snobbery, is not democracy. It is one of the diseases of democracy."

—Maine Teachers' Digest

The Case for Private Medicine

RESOLVED: That the Federal Government Should Provide a System of Medical Care Available to All Citizens at Public Expense.

As the present debate season progresses, practically every change on the political horizon seems to favor the debator who is defending our system of private medicine against the attacks that have been levied at it by the proponents of a system of free medical care. The most significant indication that the people are not in a mood to accept the affirmative proposal is the Republican landslide in the November elections. This important change, coming at a time when the nation is enjoying the greatest period of prosperity in its history, indicates that the people have had enough of the regimentation and controls that were a part of our system of government during the past fourteen years.

It will be interesting to note how this change in political sentiment will affect this debate question. In the first place, it will probably mean the death of President Truman's proposal for a system of National Health Insurance, as presented on November 19, 1945, because the Republican Congress will not be willing to pass such a measure—one that definitely would be another step toward government control of the lives of the people. Since the people are now in almost open revolt against all forms of government control, it would just be poor politics for the Republicans to foster such a bill.

During the past twelve years there has been assembled a great amount of statistical evidence to prove that under the system of private medicine a certain group of people have not been receiving proper medical care. The maldistribution of medical facilities among the states, coupled with the lower incomes of certain Southern states, creates a situation in which the amount of medical care available to citizens in the poorer states is much less than that received by, or available to, the citizens of more favored areas. All of these statistics seem to indicate that there is a need for a change in the system of providing medical care to the people of this country. It would be a mistake, however, for the debator to assume that this means that

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the people of the nation will demand the establishment of a system of free medical care.

The combination of circumstances that brought about the defeat of the Democratic party in the November elections will also work effectively against the adoption of the affirmative proposal. The people are against government interference with their right to live as they please, to buy what they want, and even their right to buy on the installment plan and thus go into debt if they care to do so. Newspaper accounts of trivial irritations of people against the OPA and other regulatory measures have caused many people to form the opinion that whenever the government attempts to regulate anything only confusion can result.

The significant point about all of this outcropping of feeling against the regulatory measures of our government is that all of the irritations of the people will appear when it is proposed to force a system of free medical care upon them. They will be afraid that they will not be able to choose the doctor that they would like to have serve them, that they will have to stand in line for medical attention as they did for nylon hose, and that the government doctor will be as harshly undiplomatic in dealing with them as was the clerk in the OPA office.

There are several points that the negative should consider while planning their method of attack. Among them are such points as: (1) Can medical care be provided for all of the people without the adoption of a system of free medical care? and (2) Will the evils of such a system be so great that it would be unwise to adopt the plan even though it may be the only way to give all citizens medical attention?

The answer to the first point seems quite obvious. It will be possible to give all citizens adequate medical care without adopting state medicine. One method is to allow the present system of private medical care to continue for those people who

can pay for it, and then provide free medical care for indigents. Such a plan is in line with our American system.

Many people feel that the evils of a system of free medical care would be so great that it would be unwise to adopt the plan. They point out that a doctor would be forced to spend a large part of his time in the red-tape of record keeping and report making. In the not too distant future we could see doctors' salaries being lowered in much the same way that teachers' salaries are at the present time. Such a condition would result in a general lowering of the total quality of medical care in America.

DOES THE NEGATIVE HAVE TO PRESENT A PLAN?

One of the questions that is always asked by negative debaters is, do we have to present a plan for solving the problem of providing adequate medical care to the American people? The answer is no. All that the negative debaters have to do in this debate is to prove that the affirmative plan of providing a system of complete medical care to all citizens at public expense should not be adopted. This may be accomplished in several ways.

The first method available to the negative in proving that we should not adopt the affirmative plan is to attack directly the proposal of establishing a system of free medical care, by showing just why it should not be adopted. No counter-proposal or plan needs to be made when this procedure is followed. Such a system is known as the pure negative case.

If the negative does decide to propose a plan, this may be done by the use of a counter-proposal. If such a method of attack is used, the negative first admits that there is a need for a change in the system of providing medical care to the American people and then propose a plan that is not the same as that presented by the affirmative. In place of the affirmative proposal, they present a new plan and then go ahead and show just how it is superior to that of free medical care at public expense.

It must always be remembered, however, that it is not necessary for the negative to present a counter-proposal if they do not choose to do so.

WEAKNESSES IN THE AFFIRMATIVE CASE

An important part of any critical analysis of a debate subject by the members of

the negative team is to determine the points of weakness in the arguments that will probably be presented by the affirmative. Since, by the very nature of a debate, the stand of the affirmative is definitely set by the wording of the question, it is perfectly possible for the negative debaters to determine the apparent weaknesses of affirmative arguments well in advance of any contest. When the negative is able to make this prediction in advance, it is good debating to prepare attacks upon the vulnerable points of the opposition.

Some of the points where the affirmative debaters are especially weak this year are discussed below:

Public opinion now seems to be opposed to any extension of regimentation of the lives of Americans. The recent political swing indicates that the American public is tired of the restrictions and so-called regimentation of the New Deal group. While the people were willing to accept these restrictions when we were fighting the Depression and World War II, shortages of food, materials, and general inconveniences that resulted from the War have now made the people skeptical of all plans that attempt to tell them what they must do. When a plan of free medical care is proposed and the people get the impression that they will be dictated to regarding their medical care, there is liable to be a general feeling of resentment.

The prosperity of the country works against the adoption of the affirmative plan. While the affirmative debaters are able to point out inequalities in the amount of medical care that is available to the people and demand that there is a need for a change, they will have great difficulty in getting the people to favor the adoption of their plan of free medical care at public expense. One reason why the people will not be in favor of the proposal is the general prosperity of the country. At the present time people are able to pay their medical bills, and so they do not see any real need for a change to a plan defended by the affirmative.

Probably the only time that the people would be willing to adopt such a radical change in the system of medical care would be during a period of depression. When people become unable to pay their doctor bills, they will be willing to listen to proposals that provide them with medical care at government expense. With finan-

cial conditions as they are in the country today, it will be extremely difficult to get people to favor this change.

The members of the medical profession are actively opposed to the plan. The more than 160,000 members of the American Medical Association are strongly opposed to such proposals as the Wagner-Murray-Dingell Bill. While a few members may favor the proposal, they are unwilling to make an active stand in favor of it because of the pressure from the mass of physicians who oppose the plan.

The American Medical Association has a very strong hold over its membership. Most doctors are unwilling to run the risk of being put out of the association because of their friendship for the plan of free medical care, and so for all practical purposes doctors are presenting a united front against the plan of the affirmative.

The affirmative plan also has the disadvantage of bucking the prestige of members of the medical profession. In most communities the doctor is looked upon as not only the health advisor to the people, but also an oracle for all advice on social and economic problems. When the doctor states that the affirmative plan will ruin medicine and that he will not serve under such a system, the people are often unwilling to consider the adoption of the plan in the face of the opposition of their personal physician. It will probably take a major catastrophe such as a nationwide depression to get the people into such a state of mind that they will be willing to act in spite of the advice of their family doctor.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

THE DILEMMA: The dilemma is a method of strategy that may be used in a debate by either the affirmative or the negative team. This strategy consists of asking your opponents a question that has two very obvious answers. This question should be so worded that, no matter which of the two answers your opponent may select, his argument will be weakened when he makes the choice. When properly used, the dilemma is one of the most effective methods of debate strategy known:

SAMPLE NEGATIVE DILEMMAS

Question: Do the members of the affirmative believe that the problem of medical care for all of the people is similar in character to the problem of education

since both affect the national welfare and so both should be considered as being national problems?

IF THEY — ANSWER The members of the affirmative team have stated **YES!**

that they are of the opinion that, since medical care is a national problem, it should be handled in about the same manner as education, which is also a national problem. They have probably not considered this statement very closely, because education today is not financed by the federal government, but rather it is the duty of each individual state to provide for the education of its children. We of the negative feel that medical care should be a state problem. If some states want to adopt a plan of state medicine within their borders, they should be allowed to do so, but those states where the system of private medicine is functioning satisfactorily should not be forced to adopt a plan that will not meet their particular needs.

We of the negative feel that the federal government will be of the greatest aid to the national health by serving as an advisor to the various state plans of medicine, but we are opposed to the establishment of a giant bureaucracy in medicine that will engulf the nation.

IF THEY — ANSWER The members of the affirmative team have stated **NO!**

that they do not feel that the problems of medical care are similar to those of education. They have also stated that they do not believe that medical care is a national problem. When they make such a statement, they are virtually admitting that there is really no need for the system of federally financed medical care that they are upholding in this debate, because medical care should not be considered as being a national problem. We are agreed with them that the medical needs of each individual is his own problem and not another care of the bureaucrats in Washington. We feel that when a man in Podunk, Iowa, is in need of medical care, he should be allowed to seek out the physician of his choice, without making out seven copies of his appeal to the head of some bureau in Washington in order to get relief for a simple bellyache. We must agree that there is no need for a system of federally financed medicine.

Question: Do the members of the affirmative believe that the high quality of med-

(Continued on page 124)

Student Activities Selling and Advertising

THE mere mention of salesmanship or advertising to the average pupil or teacher generally sets up a forbidding panorama picturing counters, show-cases, salespersons, floorwalkers, merchandise, price cards, window displays, newspaper advertisements, billboards, and electric signs.

It seldom occurs to the average person that every one of us is a salesperson in one sense or another. In fact, every person has been a salesperson, and generally a successful one, from babyhood onward; otherwise, survival would hardly have been possible. When the tiny infant informs Mother or others present in no uncertain terms that his comfort must be looked after, this becomes successful salesmanship, though it is elementary and perhaps crude.

The interchange or clash of ideas between friends or playmates is in reality salesmanship, and the leader of the group is generally the one who presents the most convincing argument or sales talk. This is carried over into school activities. All extracurricular activities require salesmanship or advertising in one form or another.

Salesmanship applied to extracurricular activities can be presented under different headings. It is oral, visual, written, or printed.

Oral salesmanship can include person-to-person contact whereby a student uses a convincing argument to influence a friend or classmate to join his, or her, club or other organization, or to purchase something for a price—a ticket to a ball game, a ticket to a school entertainment, or a subscription to one of the school's publications.

Another effective form of oral school salesmanship is successfully manifested through appeals made during assembly hall exercises, also by visitations of pupil speakers to homerooms or classrooms, where convincing arguments are presented to advance the sale of some idea, project, or commodity.

Oral salesmanship is the most popular and most often used of all selling or advertising devices. It has the direct person-to-person approach that is highly effective,

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*Central High School,
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tive, no matter to what school activity or activities it may be applied.

We also have written salesmanship, which has several divisions. One of the most effective forms of written salesmanship includes posters distributed about the school building, in as many conspicuous and well lighted spots as can be found. These posters advertising some school idea, event, or commodity, should be well printed or lettered in large easily-seen type or illustrations, and must be made up attractively.

Another form of written salesmanship or advertising is well-placed blackboard notices, but two important precautionary measures must be taken if blackboard advertising is to be truly effective. In the first place, special permission must be obtained from the principal's office and from the class-room teacher for the special use of particular blackboard space, which must never interfere with regular class work. Also, the blackboard advertising writer must be able to place and space the advertising matter in such an attractive manner as to have it harmonize with the classroom surroundings. Too, this blackboard handicraftsmanship must easily convince the average pupil-customer-reader of the merits of the proposition publicized or advertised.

Still another form of written salesmanship or advertising used to advance school activities is catchy small articles to be printed in the school publications. It must be done in an attractive and convincing manner so that it can serve the double purpose of being both an attractive news item and a novel advertising device.

These methods of selling and advertising applied to student activities are in general the devices that can be used to inform the school population of forthcoming events, ideas, propositions, or happenings of interest.

As one great advertising expert has said it:

"How can you sell them
Unless you tell them?"

A True Story

A Play for Primary Grades

THE Christmas play *A True Story* is only a suggestion for planning an assembly program. It has been used successfully by both first and second grades. You will see that no stage setting has been given. This is to give the pupils an opportunity to do some planning. Boys and girls need this experience. To work out all wording and every detail of a program makes it only a memorization activity which is worth too little for the time usually spent on one.

I would suggest that the teacher read the play to her pupils, after they have learned some Christmas songs and perhaps know the story as given in the Gospel of Luke. When she comes to the places where singing is heard, the pupils will be able to suggest suitable selections. Remember, the ones given are not the only ones that could be used, and there could be more than is listed, thus, giving an opportunity to use several songs learned.

When the teacher reaches the place where a voice is heard, if her pupils are not familiar with the story as told by Luke, this is a good approach to it. Turn to it and read it at this time. I believe one will find by this method that the "stage will be set" for memorizing the verses.

Time—Christmas Eve

Place—Living room of Jean and Herman's home

Characters—

Jean

Herman

Mother

Reader

Choir

The Play—

Jean—Mother, this is the happiest time of my life. Our Christmas tree is so beautiful. Santa Claus is coming to-night, and tomorrow Daddy will not have to go to work.

Herman—I can hardly wait for morning to come. Wonder what Santa Claus will bring me? And oh! All the packages! When may we open them, Mother?

Mother—As soon as we have eaten breakfast tomorrow. (Mother looks at clock and sees it is almost time for Herman and Jean to go to bed) Children, the hands of the clock are telling a story.

Jean—A story! What story, Mother?

Mother—A bedtime story.

Herman—Oh, Mother, it isn't eight o'clock, Miss Ball has been teaching us to tell time at school.

MYRTLE B. WILSON

Assistant Professor of Elementary Education

Appalachian State Teachers College,
Boone, North Carolina

When the shorter hand points toward eight and the long one toward twelve, then it is eight o'clock.

Mother—That is right; it isn't eight o'clock. Jean, what time does the clock tell us it is?

Jean—Let me see...the long hand is pointing to the figure six and the short one is between the seven and eight. Oh, that shows it is thirty minutes after seven o'clock. Our teacher told us that is what people mean when they say it is seven-thirty.

Herman—Mother, if the clock is telling a story, will you tell us a story, too?

Mother—What kind of story do you want to hear, an animal story, a fairy story or a true story?

Herman and Jean—A true story! A true story!

Mother—Hundreds and hundreds of years ago some shepherds were watching their sheep one night. All was very, very quiet. Suddenly they heard a voice and saw a bright light. The voice said: (This may be given by a group.)

Group—"Fear not: For, behold, I bring you good tidings of great joy, which shall be to all people.

For unto you is born this day in the city of David a Savior, which is Christ the Lord.

And this shall be a sign unto you; Ye shall find the babe wrapped in swaddling clothes, lying in a manger.

And suddenly there was with the angel a multitude of heavenly host."

Mother—Then the shepherds heard beautiful singing. (Choir sings *Silent Night*, or any of the well-known Christmas songs may be used.)

The bright light was gone, the voice was gone, and the singing was gone.

So the shepherds went to the city to see if they could learn the meaning of all this.

There they found a tiny baby lying on some hay in a manger. (Choir sings, *Away In A Manger*.)

Yes, the little Lord Jesus lay on the hay. Ever since that time people have celebrated His birthday. We call it Christmas Day. That, my children, is why we are so happy tonight.

Herman—That is the best story you have told us for a long, long time, Mother.

Jean—Why, it even seemed that I could hear the voice and the singing.

Mother—The clock's story was finished almost
(Continued on page 136)

Assembly Programs for January

Secondary schools today are placing greater emphasis on student-planned and student-executed assembly programs. With the exception of exchange programs with neighboring schools, the tendency is to have fewer programs presented by outside groups. Interrupted by the war, the practice of schools' exchanging programs is now being resumed.

Does your school exchange assemblies with neighboring schools? If not, you are missing a golden opportunity to enrich and vitalize the assembly. Assembly Leagues are being organized in certain localities for the purpose of exchanging programs and ideas, and for the holding of inter-school forums among the member schools.

If your school does not already exchange programs with neighboring schools, why not begin the practice during the first month of 1947? Almost any worthwhile program given in observance of a special day or event, would be appropriate. Either of those proposed in this article for January would be suitable to take to another school for a second performance.

PROPOSED PROGRAMS FOR JANUARY

Jan. 6-10. An Assembly Featuring Hobbies of Students (To be sponsored by some school organization such as the Hi-Y Club).

Training students for wise use of leisure time is one of the most important aspects of education. Every boy and girl should develop an interest in a hobby or avocation early in life. A problem of the schools during the past few years has been that of providing recreational activities for their students. Moreover, an adolescent youth who has a hobby in which he is intensely interested rarely becomes a juvenile delinquency problem. An assembly based on the hobbies of students is not only of educational value, but it can make use of so many methods of presentation that it should have a special appeal to boys and girls.

Following is an outline of "A Hobby Assembly," presented last year at the Davis High School, Mount Vernon, New York. It was submitted by Miss Dorothy Feaster, Chairman of the Assembly Committee.

Assembly programs offer a serious problem when the student body represents a wide range of cultural backgrounds and interests, and an even wider range of mentalities. A hobby program may be both beneficial and interesting to students of all types.

Each year we ask homeroom representatives carefully to check all hobbies, especially the unusual ones, suitable for a program. These reports are given to the assembly chairman, and a committee of students helps to select the most desirable ones. An afternoon is set for tryouts, at which time the final selections are made. We are always amazed at the unexpected hobbies we discover. The following is a partial list of num-

C. C. HARVEY

Dufur Public Schools

Dufur, Oregon

bers used on last year's program:

1. Some really brilliant piano selections, composed by students.

2. Water color sketches, cartoons, and portraits done on easels on the stage. (Artists are always introduced first and allowed to work during the entire assembly. Spotlights are turned on the easels at the end of the program).

3. One girl brought a well-trained dog and demonstrated the tricks she had taught him.

4. A neighborhood group formed an orchestra and played, using their own arrangements and conductor.

5. A girl gave a splendid demonstration of yo-yoing.

6. We had some excellent toe and ballet dancing. (We seldom use tap dancers, for that is too common a hobby in this locality).

7. Fancy roller skating.

8. Chemistry experiments. (These must be carefully supervised by the science department to avoid danger of accidents or explosions).

This type of assembly is very popular with our students, for they enjoy seeing one another's achievements and often it inspires them to acquire new hobbies of their own.

Jan. 13-17. Science Assembly (To be sponsored by a science class or club).

There are many possibilities for interesting and instructive programs based on classroom or club work in science. The technique of presentation which is most often used in such programs is that of demonstration. One science class developed an interesting program on the theme "New Frontiers in Science." Another presented an instructive assembly on "Scientific Oddities." Programs based on the atom or the use which may be made of atomic energy in the future have been featured in assembly programs. Biology, chemistry, physics, astronomy, geology, and all other natural or applied sciences offer opportunities for developing worthwhile programs.

Below is an account of an assembly presented last spring by the Biology Club of Port Allegany, Pennsylvania, High School. It was contributed by Mr. E. O. Bates, Club Sponsor.

Last spring the Biology Club of our school planned and presented an assembly which seemed to have some unique features. The performance was divided into two parts—the first part was of a serious nature; the second was presented for the entertainment of students.

The Club had a copy of a radio script that had been presented over NBC by Dr. Ditmars and an interviewer. One member of the Club took the

part of Dr. Ditmars; another acted as interviewer; and a third served as Master of Ceremonies. The script was used in presenting many interesting facts about animals; such as natural habitat, food, manners, early history, etc.

Several members gave short talks—mainly on the history of the Biology Club, its activities, and plans for field trips and outings during the spring months.

The second part of the program depicted or dramatized a meeting of the "Harlem Biology Club." This made possible the use of Negro sketches—"Dr. Cuttem," "Dr. Scientific," and, "Dr. Curator." These sketches were either dialogues or monologues, and were woven into the theme of the program. A comedy election of officers (original) was held. The program closed by the singing of "I've Been Working on the Railroad" by the Club members.

Jan. 20-24. Assembly on Race Relationship (To be sponsored by a sociology or some other social studies class).

One of the greatest social problems of America is that of race relationship. Almost every community in the Nation has problems growing out of race relationship which should be studied in the schools. The aim of an assembly of this kind should be to bring about better understanding and co-operation among the races which make up our civilization.

Below is an account of an assembly on "Race Relationship" which has been recognized as an outstanding example of such a program. The report was written by Miss Ellen Bennett, Chairman of the Assembly Committee in the Waynesboro, Virginia, High School, where the program was presented.

This program was a culmination of a study of race relationships made by a sophomore class at the Waynesboro High School. The study originated when a crime was committed in Waynesboro which involved the white and colored races. It was quite extensive, including a visit to the school for Negro boys and girls in the town.

The study and the assembly were widely publicized and were used in a number of schools in the South and East in the study of racial relationships. The assembly was presented jointly by representatives of the Waynesboro High School and the Rosenwald (colored) School. Instructors from both schools sat on the stage.

Talks were made by the white students on "Negroes in Waynesboro," "Intermarriage," "Interesting Facts About Negroes," etc. The colored students spoke on "Negroes Who Have Become Famous," "Problems of the Negro Race," "Achievements and Accomplishments of the Negro," and, "The Life of Rev. William H. Shephard." (He was a Missionary to Africa from the First Presbyterian Church (white) of Waynesboro). Music consisted of group singing and selections by the Rosenwald Glee Club.

The response to the program and the attitude toward the topic of the assembly was a fine

example of friendliness which is apparent when intelligent people make a co-operative attempt to solve problems.

It is interesting to add that the program by the Rosenwald Glee Club is one of our most popular assembly numbers. An exchange program between the Glee Clubs of the two schools was arranged a few years ago. Due to illness in families of the Rosenwald Glee Club last year, the Waynesboro High School was deprived of the program. Our students expressed keen disappointment.

Jan. 27-31. Interschool Forum or Debate (To be sponsored by the English or Speech departments).

It is suggested that the assembly program for the last week in January be an interschool forum or debate, or an exchange program with a neighboring school. There are many topics which might be discussed in an interschool forum, such as: International Relations, Labor Problems, Propaganda, Current Youth Problems, Juvenile Delinquency, Education for the Atomic Age, How Education Can Win Favor with the Public. Often a problem which concerns the particular locality but may not necessarily be national or international in scope is best.

Here is an account of interschool forum assemblies as carried on last year by four South Dakota high schools. It was contributed by Mr. R. A. Back, Principal of the Washington High School, Sioux Falls, South Dakota.

During the school year of 1945-'46, four high schools of South Dakota—Washington of Sioux Falls, Central of Madison, Mitchell, and Yankton—carried out a series of interschool forums. An assembly called a "Junior Town Meeting" was held in each of the schools.

Topics of particular interest to the students of the four schools were discussed. At each assembly, a representative from each of the four schools took part. Two speakers spoke on each the affirmative and negative sides of the topic under consideration. Then the assembly was thrown open for discussion and questions by the audience.


When a student visited one of the other schools, the school he represented paid his expenses. The expenses were limited to transportation, as when a speaker found it necessary to spend the night in the town of the host school some student would entertain him as a guest.

The programs held at all the schools were successful; plans are to continue the interschool

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forums, and possibly to exchange other types of assembly programs.

Three things are necessary to the success of the interschool forum assembly: (1) The moderator must build immediate interest and keep the discussion going. (2) The speakers must keep their opening speeches short (four to five minutes is long enough). (3) The speakers must confine themselves to statements of ideas and avoid complicated proof and technical arguments. In other words, they must lay the proposition before the audience in such a way that questions as to how, where, and why come easily during the discussion period.

If certain schools wish a substitute for one of the programs suggested above, a "Banner Assembly" such as the one described below which is presented at the Albert Lea, Minnesota, Junior High School, might be of interest. This short report was written by Mr. Vermund Anderson, Albert Lea Junior High Principal.

Students and teachers of the Albert Lea Junior High feel proud of their Banner Assembly. It has proved to be very inspirational from the standpoint of character building and good citizenship.

During the year each homeroom makes a large banner which displays their goal or motto for the year. The banners are attractively designed and decorated with streamers.

In preparation for the assembly, each homeroom elects two students to carry the banner and one student to tell the story about the motto. Any interesting incidents relating to the making of the banner are also revealed.

Students hold their banners at various positions on the stage until the last one has been presented. The combined picture gives all students a better understanding of the part they must play in upholding the goals for the year.

TRADITIONAL PROGRAMS AT GIRLS' HIGH SCHOOL

Following is an account of "Traditional Assembly Programs" at the Decatur, Georgia, Girls' High School. The statement, which contains a number of good ideas which would prove practical in almost any school, was written by Mrs. Walter Herbert of the Girls' High faculty.

Our bi-weekly assembly programs are the most interesting phase of our school day. In addition to the usual programs, a faculty committee arranges a delightful series of fine art programs designed to augment the curriculum of the school. Book reviews, instrumental and vocal music, drama, and dance form lovely programs which are highly enjoyable.

But the programs we'd like to share with others are those that are traditional with our school; programs that seem to give our school life and individual flavor. First comes the program to welcome new girls, only a week or so after the opening of school in the autumn. It may take the form of Dr. I. Q.'s classroom or an interview in the Dean's office. Seated in a

group, each new girl is given some stupid or clever question to answer, and provided with an opportunity to tell her name, her former school, and what she thinks of our school. She is awarded a little badge which she wears and which enables the students to recognize her as a newcomer and give her a special welcome.

As the fall progresses, we begin to look forward to letters from last year's seniors. Usually we write five or six of the most recent graduates and ask them to write us about their college life and experiences. The letters are read in assembly and are always "newsy" and interesting.

New Year's Day is observed by a "Resolutions" program. The four class presidents bring a rather serious message which is perfectly offset by a reading of faculty resolutions written in a ridiculous vein by some clever senior.

Valentine Day is a "heart throb," for the school offers a special Messenger Service which delivers valentines in any desired form. For two cents, a package or a card will be delivered to anyone anywhere in the school. Two dozen girls, bedecked in hearts, ruffles, and frills, for five or ten cents, will deliver singles, talkies, and phonies, depending on whether you wish your personalized valentines spoken, sung, or telephoned. A local florist co-operates with us, and we sell adorable corsages and floral valentines.

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Text edition, \$1.80. Send for a copy on approval.

McGraw-Hill Book Co., Inc.
330 West 42nd Street New York 18, N. Y.

The entire school is gay on Valentine Day, and the financial returns are good.

There are our serious, more thoughtful, perennial programs such as the World Day of Prayer or the Senior's Farewell. There are novel ideas developed in many of the traditional programs. For instance, the annual staff can always be counted on to present something different. This year their skit was the "Birth of a Book." It was an announcement in the first act that the staff was expecting a baby in May—"The 1946 Stylus." It concluded with a realistic hospital scene as the anxious staff paced the floor awaiting the delivery of the '46 Stylus. From the "ooh's" and "ah's" everyone knew it was a lovely creation. "Good wishes for the 1946 Stylus" cards, tied with pink and blue ribbons, were given to everyone subscribing for an annual.

We feel that our assemblies help develop an "esprit de corps" and unify our group as no other feature of our high school. Someone has said that our assemblies are the "dessert of the day's menu." Their success comes from good planning and hard work.

The Case for Private Medicine

(Continued from page 118)

ical care that we have developed in this country can be maintained under a system of federally financed medicine?

IF THEY — Our affirmative friends **ANSWER** have stated that they believe that the high quality of medical care that we now have can be retained if we adopt a system of federally financed medicine for all people. They say this in spite of the many failures that we have had in governmental attempts to perform services that are handled best by private enterprise. All that we have to do is look at the great waste that has developed in the bureaus in Washington to understand what would happen when the administration of all medical service is centered in a government bureau.

If our affirmative friends want to know just how their proposal would operate, let them look at the administration of the Veterans Bureau. This bureau has almost unlimited funds and the support of the people and the Congress, yet during the last few years many complaints have been registered against the system. If all medical care for all of the people is placed in the hands of a government bureau, the inefficiency and waste would become a national scandal.

IF THEY — The members of the affirmative team are willing to **ANSWER** admit that the quality of medical care will degenerate under the

plan of federally financed medicine that they are proposing. Yet, in spite of this admission, they continue to advocate the adoption of a system that will cause the quality of medical care to get worse instead of better. They evidently feel that it would be better for everybody to have an equal amount of mediocre medical care than for us to have a system of medical care under which the very best that can be secured is available to most of the people if they wish to take advantage of the opportunities offered.

One of the important points that the affirmative debaters have failed to mention is that, once we adopt this system that provides for mediocre medical care, we are starting a vicious system that will become progressively worse. When we start to relax our standards and allow politicians instead of medical scientists to determine who shall be allowed to practice medicine, we have started a system that may mean the end of the medical profession as we know it.

This is the second of a series of four articles on the current high school debate topic. Harold E. Gibson will present the affirmative rebuttal next month.

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News Notes and Comments

The Southern Association of Student Government held its twelfth annual convention at St. Petersburg, Florida, on November 7-8-9. The theme was "Student Participation in School Affairs". A total of thirty-six discussion groups dealt with this subject.

"The Assembly Program in the Secondary School" is the title of the November number of *The Bulletin of the National Association of Secondary-School Principals*. It is a summary of the best and most successful practices in planning and developing assembly programs in 336 high schools of the United States.

Cooper High Record—Cooperstown, North Dakota—publishes the names and birthday dates of all students whose birthdays fall in the current month.

Negro History Week

Negro History Week will be observed this year February 9-15. The theme for 1947 is "Democracy Possible Only Through Brotherhood."

The Annual Student Cooperative Association of Virginia met at Richmond on November 1-2. "What Youth Think" was the theme of this convention.

"Why Not Discard the Study Hall?" by Nat Whitten, is a challenging article in the November number of *Mississippi Educational Advance*.

"An Alumni Play Group"—according to news item in *The Patterson Press*—stimulates interest in dramatics in Patterson Park High School, Baltimore, Maryland. This organization presents several plays each school year.

Kansas Encourages Student Councils

During the week of November 17, The Kansas High School Activities Association held a series of Student Council conferences—at Topeka, Hays, Salina, Wichita, and Chanute. Dr. Harry C. McKown, Editor of *School Activities*, was the featured speaker and counselor of the groups. More than a thousand student leaders and sponsors, from more than a hundred high schools, were in attendance.

Material supporting either side of the current high school debate topic may be secured from The Midwest Debate Bureau, 511 North Fayette Street, Jacksonville, Illinois.

Both professional and small-time gamblers are moving in on high-school football, and no pro-

tests seem to be heard. Stadiums are just as much a part of the school grounds as the auditorium or lunchroom. Betting on the outcome of a debate or running a dice game during the noon hour is *verboden*—but gambling on the outcome of a football game is becoming as common a practice as eating peanuts.

If the boys on the field violate a rule, they are ousted from play. Why should some spectators in the stands be permitted to break laws—both of the state and of good sportsmanship?

Damage to a school's athletic record through a few losses isn't nearly as serious as the black eye a school's reputation can get through the misconduct of a group of its students and fans, who are there to bet instead of watch. Stadiums were never designed as branch offices of bookie shops!

—Editorial in (Tex.) *Interscholastic Leaguer*

5000 Voters in One School Election

Keenly contested elections are a regular feature at New York City's DeWitt Clinton High School, where over 5000 members of the student body participate as voters. The school paper publishes the platforms of each student party, with pictures of candidates and statements by them.—*Self Government News Letter*

Allied Youth held a planning conference at Atlantic City October 18-20. More than eighty delegates were in attendance.

Dramatists' Alliance of Stanford University offers four awards in dramatic writing in its twelfth annual competitions. Final entry date is February 15, 1947. For information and registration forms, write Dramatists' Alliance, Box 200Z, Stanford University, California.

Florida Pioneers

The state of Florida has appropriated \$400,000 a year to provide scholarships for persons who are preparing themselves for teaching. One-half of this will go to highschool graduates on the basis of interest and achievement including their work in FTA clubs.

Carrying on a tradition of Midwest leadership in the fields of Audio-Visual and Air-Age Education, the University of Omaha will be host to teachers and administrators of Iowa and Nebraska with a teacher-training conference January 2-4.

"Portrait of a Basketball Player," by Brice

Durbin, is a book of ideas for players and coaches. For a single copy, send 50 cents to Brice Durbin, Kansas City College of Commerce, Kansas City, Mo.

School Vandalism is not Decreasing

Vandalism in schools is not decreasing, according to the results of a survey conducted by S. L. Gingery, assistant superintendent of schools, Columbus, Ohio.

From Our Readers

Editor of *School Activities*:

May we have an assortment of back numbers of *School Activities* for use in our Curriculum Laboratory?

Lyndal Swofford, Library Assistant
Western Ill. Teachers College
Macomb, Ill.

While our supply of back numbers is limited, we are glad to help with your cause.

Editor of *School Activities*:

Miss Mary DE'Marchi, 2 via G. d'Annunzio, Veneria Reale (Turin) Italy, has asked us to help her get a sample copy of *School Activities*. Will you accommodate her?

S. R. Clague, Secretary
Nation's Schools
Chicago, Ill.

We are mailing this lady a sample copy today. It is with such help as yours that our list of foreign subscribers is steadily growing.

Editor of *School Activities*:

Will you send us some information on Point Systems?

John H. Holzman, Captain
I. N. G.
Morgan Park, Chicago 43, Ill.

You are being mailed some back numbers which include articles on this subject. Readers, why not help Captain Holzman and the rest of us with articles on what is new in Point Systems in your schools?

Editor of *School Activities*:

We want to establish some new clubs in our high school. Can you send us a book on this subject?

Garnet Hill
Marysville, Kansas

Due to wartime shortages, most books on Clubs are out of print. Perhaps you can borrow a copy of "School Clubs" from your state university library.

Editor of *School Activities*:

Since I am contemplating a Guidance program,

please send me such issues of your magazine as would be helpful.

Sister M. Dominica
SS. Cyril and Methodius School
Detroit 13, Mich.

While our treatment of Guidance is but secondary to our treatment of Extracurricular Activities, there is some over-lapping of the two fields. We are filling your order as directed.

What's in Assembly

(Continued from page 108)

- " 6 Juvenile Court Judge Fred Bale (Lyceum program)
- " 15 National Negro Week. Rev. Washington, speaker.
- " 22 "Blind Date" program. Senior play prevue.
- Mar. 1 "Dr. I. Q." program
- " 8 Mildred Don, "Radio's Sweetest Voice"
- " 12 Brandt Concert Trio (Lyceum program)
- " 22 Oral Interpretation Group from Seton Hill College
- " 29 Jane Morgan, soprano, Recital
- Apr. 5 "Out of Nothing". Radio script on George Washington Carver
- " 10 Dr. Schlagle, President of NEA
- " 12 Verse Speaking Choir, Seton Hill College
- " 16 Shurtleff, "Wrestling Revelations" (Lyceum program)
- " 24 Band Concert; School Band
- May 2 NEA Motion Picture, "Assignment: Tomorrow".
- " 3 Al Priddy, sage of the circus. (Lyceum program)
- " 10 Alice Morgan Giglio (Cancelled by illness)
- " 14 Induction Ceremony of National Honor Society
- " 17 Senior Morning
- " 24 "All Awards" Assembly

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CONTENTS FOR DECEMBER

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Future Farmers Start New Industry in Pure-Bred Hogs
Student Group Forums Now in Fourth Year of Operation
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Student Councillors Rout Tardy Pupils Out of Bed Club Really Has These Junior Hi'ers Dancing
Student Participation in Health Service Program
Survey Results in Limitation on Number of Student Offices
Girls' Athletic Association Has Points Award System
A School-Community Service Committee
Items in Brief

MERRY CHRISTMAS!—AT HOLLYWOOD HIGH SCHOOL

One of the traditional projects for which Hollywood High School has long been noted is its Christmas work. Nearly thirty years ago this school, whose grounds, buildings, and equipment are appraised at \$3,000,000, began this philanthropic undertaking, believing that it is important for students to have their hearts trained, as well as their intellects. As a result two eastside grammar schools, located about fifteen miles away, were selected as offering a fine opportunity for developing that altruistic spirit so much needed in perilous days like these.

The Christmas work has several phases. In the first place, the 2,400 students themselves set up annually a \$2,000 budget and actually raise the money through voluntary student contributions. Of this amount, \$500 is given to support a bed-patient in the nearby Childrens' Hospital. Last year the students decorated the entire hospital ward in true holiday fashion.

Each Christmas about 600 underprivileged, Spanish-speaking children from one of the above mentioned schools are brought over to Hollywood in buses and taken to the auditorium where a special Christmas program, particularly designed for grammar-school youngsters, is carried out. This colorful program, consisting of music, dancing, acrobatics, and fantasies with elaborate costumes, is carefully prepared under the direction of teachers from the dramatic, music, art, and physical education departments. This is the high point of the day, for rarely do these

children ever hear of—much less see—anything so delightfully staged. By way of showing their appreciation, the visiting children usually put on a short preliminary "show" as evidence of their own histrionic ability, much of it having a Spanish or Mexican flavor.

After the high school performance the visitors go to the football bleachers—remember this is Christmas in "sunny California!"—and eat box lunches bought with previously provided funds and prepared by the classes in domestic science. So near to the marginal line are some of the families there represented that occasionally a girl has been seen keeping part of her lunch to take home to share with her impoverished brothers and sisters.

Before World War II a preliminary survey of that particular east-side school's area used to be made each year, and as a result enough discarded but still usable (and sometimes new) clothing—suits, dresses, underwear, and shoes—was secured, cleaned and pressed by volunteer workers on Saturdays to take care of the immediate needs of about fifty families discovered to be well nigh destitute. Christmas baskets, filled with meat, fruit, canned food, and fresh vegetables, were likewise provided. During the depression years the families of some of the needy Hollywood students were similarly, though secretly, helped.

In 1944, as a patriotic service, the students also provided over 1,000 Christmas boxes for soldiers and sent them to Camp Hahn for distribution. In addition and at their own expense they secured and sent 2,000 Christmas boxes to men recuperating in a military hospital. They also provided about that number of gifts, valued at a dollar each, for those service men who, spending their holiday leave in Los Angeles, came and got their Christmas breakfast at the school cafeteria, because it was next to impossible for large numbers of visitors to get either food or lodging for the night in the city. —DR. HAROLD GARNET BLACK, English Department, Hollywood High School, Los Angeles, California.

CALENDAR COMMITTEE SERVES IMPORTANT NEED IN SCHOOL

The high school building at Akron, New York, is used by student activity groups on the average of four nights a week and on almost every Saturday throughout the school year. Such frequent use of its facilities makes it necessary for the school to have a very businesslike procedure through which groups may obtain permission to use the building. Matters concerning the scheduling and supervision of the groups must also be attended to.

These problems have been very largely met

through the organization and functioning of the Student Association Calendar Committee. The president of the Association appoints, at the beginning of the school year, a Calendar Committee which has sole responsibility for the details involved in applications for the use of the school. Members of activities groups wishing permits are required to secure application forms from a member of this committee, and it is their responsibility in each case to have the form completely filled out for final approval.

This form requires the listing of the name of the organization wishing to use the school building, the date and hours for which the use is requested, and a description of the type of activity to be carried on. Those rooms in the building to be used are listed, and the group in each case has no permission to use any other part of the building.

After the above information is placed on the form, the following signatures are required:

- (1.) the student presenting the request,
- (2.) teachers whose rooms are to be used for the activity,
- (3.) the faculty sponsor or sponsors who will be in charge of the group during the time it is in the building.

When all of the above details have been taken care of, the application is returned to the Student Association Committee chairman, who signs it, noting the hour and date of his signature—data useful in the event of complications arising involving any question of group priority. The form is then sent to the Principal for his approval, and he notes the reservation on his calendar upon which all approved activities are listed. The chairman of the Student Association Committee keeps a duplicate of that calendar for his use.

This procedure has many advantages. It discourages applications by irresponsible groups, it avoids conflicts by two organizations having reservations for the same facilities at the same time, and no activity is approved unless every teacher whose room is to be used signifies his knowledge of that fact by signing the application. Chaperones and sponsors are secured before definite plans for the occasion can be made. Excepting for the signatures of teachers and principal, the initiation and operation of the whole scheduling procedure are in the hands of the students.—EDWARD ALLEN, Supervising Principal, Akron, New York, Public Schools.

"MIXERS" HELD UNDER JOINT PARENT-TEACHER SPONSORSHIP

On November 19, 1943, Roosevelt High School, Seattle, Washington, inaugurated the plan of having "mixers" the second and fourth Fridays of each month, from 7:30 to 11:30. These functions are open only to students who are currently attending Roosevelt, who must present a season pass and ten-cents for admission.

Before most of the "mixers," a program is

held in the auditorium, varying from school talent to movies, and sometimes two intramural basketball teams furnish the entertainment.

After the program, the young people have their choice of dancing to "reflected rhythm" (records) in the combined boys' and girls' gyms, where a prize is given to the couple winning the prize dance, or playing such games as checkers, ping-pong, etc., in the lunchroom. Apples are usually on sale in the lunchroom, and sometimes cider and doughnuts are also available.

These "mixers" are presented by the P. T. A., in conjunction with a student committee, and originally were partly financed by federal funds from the Lahham Act. Each time, in addition to three men teachers, the P. T. A. provides several parents and stations them at different points around the building to act as chaperones.

These bi-monthly events usually draw quite a large number of students, and have in general proved very successful both to the P. T. A. and the students themselves.—A. F. MAHAFFEY, Roosevelt High School, Seattle, Washington.

SCHOOL EXCEEDS ALL GOALS IN SOCIAL WELFARE DRIVES

Maintaining a proud record of having exceeded every goal set for it during the past four years in all patriotic and humanitarian drives, Missoula County High School, Missoula, Montana, went over the top in the 1946 Infantile Paralysis Fund Campaign for a total of \$1,329.28, raised through student effort.

The drive was supervised by the General Welfare Committee of the Student Council and consisted of four phases: collections taken up from the spectators at a basketball game; a special benefit dance sponsored by the committee; a special benefit basketball game; and collections in homerooms by means of boxes placed in each.

An unusual feature of the drive, illustrative of the initiative displayed by students in furthering the effort, was an auction carried on in one homeroom. Students brought "white elephants" from home and solicited articles from downtown stores to auction off during homeroom period. Interested citizens, hearing of their efforts, brought articles for students to auction off.

Other homerooms charged admission to members for a week or challenged rivals to fund-raising contests. This is an example of one of the more than thirty patriotic and social welfare projects which students participated in each year.—D. H. BEARY, Principal, County High School, Missoula, Montana.

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STUDENT READER'S BOARD & PENNY DAY COLLECTION

At the Senior High School, Fremont, Nebraska, a plan was inaugurated a few years ago to awaken interest in the library through student donations to a fund known as the "Penny Day Collection." Each Wednesday through the English Department, money is collected for the purchase of books for the library. The student donates as he desires and thus feels a direct interest in the volumes he has helped to purchase.

Different plans are used. Some classes hold short auction sales of donated articles, some have students present sales talks, and the majority merely make donations. When the plan was started, the average weekly donations ran from four to five dollars, but now collections are from forty to fifty dollars each week. This makes it possible to increase the number of volumes in the library by leaps and bounds.

Money raised in this way is handled by a group known as the Student Reader's Board, sponsored by the librarian. The Board is composed of seven students—three seniors, two juniors, and two sophomores—who are chosen by the student council from representatives nominated in English classes. The Board meets Monday afternoons at the close of school. Members present book reviews and consider all suggestions and requests from the various classes. Books are then chosen for purchase.

Last year over three hundred volumes of the newest and best books obtainable were placed at the disposal of the seven hundred students and faculty members. The Board urges suggestions from the students and tries to buy for every type of reader. Last year the Board also ordered some magazines which were not available through the regular school library fund, and bought two books of records, Dicken's "Christmas Carol" and Walt Whitman's "Leaves of Grass," and assisted in purchase of a set of *Encyclopedia Americana*.

A very noticeable increase in student use of the library is a definite result of this project. We are able to place at the disposal of students books of exclusive interest to boys and girls of high school age. It makes possible a wide reading program in the school. The Board makes mistakes, but this is not due to lack of sincerity.—**MARIAN BADER**, Librarian, Senior High School, Fremont, Nebraska.

FUTURE FARMERS START NEW INDUSTRY IN PURE-BRED HOGS

The farmers in Steele County, in Southeastern Minnesota, are becoming "hog" conscious due to the efforts of the Owatonna High School Future Farmers Club. Primarily a dairy area, the boys have gotten a new industry started by introducing pure-bred hogs.

In the winter of 1942 five boys became interested in raising pure-bred hogs, but found

none in Steele County. Thereupon the Future Farmers Swine Breeding Association, a subsidiary of the local chapter of the Future Farmers of America, was organized. The purpose was to raise pure-bred hogs and to "sell" the farmers of the County on the possibility of raising them as a new farming industry.

In the first year nine boys raised twelve litters. As these pigs were growing, the problem arose as to what to do with the surplus breeding stock, and it was decided to hold a sale of pure-bred boars in the fall. A survey was made of the available number of boars which met with the standards set up, and it was found that there were twenty-seven in the Duroc Jersey, Spotted Poland China, Poland China, and Chester White breeds. The sale was held in October, and all boars were disposed of to local farmers.

Enthusiasm grew among the vocational agriculture students, in the winter nineteen new boys joined the organization, and by the summer of 1945 had raised twenty-nine litters of pigs.

Another sale was held in October 1945, with forty-four top quality pure-bred boars being consigned. People came from great distances to buy.

Aside from introducing a new industry to the farmers of the region, there have been many other values of this project. It has developed a great interest among farm boys in vocational agriculture, and it has been a "learning-by-doing" method of teaching efficient hog production. All equipment used in the project has been made in the farm shop at the high school. It was very noticeable that many "approved practices" that the boys were doing soon were being carried out by the dads also. The boys have earned some extra money, and have learned a valuable lesson in co-operation.—**LESLIE J. GUSTAFSON**, Superintendent, Public Schools, Owatonna, Minnesota.

STUDENT GROUP FORUMS NOW IN FOURTH YEAR OF OPERATION

Four years ago the Student Council of Littleton, Colorado, High School, decided there was a need for an open forum involving a larger unit than the class or homeroom. The boys' adviser, girls' adviser, homeroom sponsors, and a commit-



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tee of students met with the superintendent of schools to study the problem.

After much discussion and consideration, it was agreed that one homeroom period each week be set aside for open forum where students could discuss any problem pertaining to themselves or to the school. Three forum groups were organized—seventh and eighth, ninth and tenth, eleventh and twelfth; each group meeting on different days. The boys' adviser acted as discussion leader for the junior high group; the presidents of the freshmen and sophomore classes assumed the leadership of their group, and the president and vice-president of the student body conducted the eleventh and twelfth grade group. The homeroom sponsors and boys' and girls' advisers assisted the student leaders with the forums whenever the need arose. During the first year of operation these forums were devoted mainly to student problems. However, during the second semester several of the programs were devoted to a follow-up study of homeroom discussions.

The second year the forums and homeroom programs were co-ordinated. Teachers, students, and advisers planned the programs. The guiding topics to be discussed were first taken up in forum meetings; then the students took these problems to their homerooms for further discussion, and the final conclusions were determined in a future forum meeting. However, a portion of the time allotted to the forum was always set aside for student problems, except when the committee invited an outside speaker to discuss the topic at hand; then, all the time was given to the speaker and discussion pertaining to the topic.

Last year a planning committee was elected by each of the high school forums. The committee, assisted by the girls' and boys' advisers, planned the programs for last year and this year. This year the ninth and tenth grade forums have discussed the following topics: rules and regulations of the school; the value of high school subjects; education beyond high school; race prejudice; compulsory military training; high school accrediting agencies; high school curriculum; and control of atomic energy. Meetings during the second semester will consider personal problems, such as personal appearance, dating, how to get along with others, use of leisure time, etc., and will include group activities such as singing and social dancing, etc.

The eleventh and twelfth grade group has used three outside speakers: one discussed the national income in relation to education; a native of Liberia discussed race problems; and a third talked on planning for marriage. In addition this group has discussed vocations, college requirements, personality, student affairs, etc. During the second semester, more time was devoted to educational and vocational topics.

The junior high group has gone into a great number of orientation topics during the year

such as how to study, how to make friends, etc. —A. D. ABBOTT, Superintendent, Littleton, Colorado, Public Schools.

FOREMAN'S CLUB TEACHES BOYS LEADERSHIP-RESPONSIBILITY

The Foreman's Club is an activity of the Hinsdale, Illinois, Township High School which is designed to teach leadership and responsibility to boys of the Industrial Arts Department.

Members of the Club give up a study hall period each day to learn and practice leadership as shop superintendents, foremen, and tool boys, who acting independently are able to conduct a class even if the teacher is absent. Each Tuesday and Thursday, during the activity period, the members of the group meet for a lecture and discussion period. Every day each member of the Club is able to put into practice what is learned in the shop class.

Each Industrial Arts class during the school day has a superintendent, two foremen (one for woodwork and one for metalwork), and a tool boy, who conduct the work of the shop in a safe, orderly, and efficient manner. In the classes which they supervise, members of the Club find the topics which they discuss and the problems which they attempt to solve during the regular sessions. The boys are concerned with the problems of the shop slacker, care and maintenance

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Now in its third year, the Foreman's Club was originated by H. F. McKee, instructor in Industrial Arts. Boys of the Department, through this Club, are learning to get along well with others and to direct the work of other boys. At the present time, Mr. McKee is endeavoring to have the work that these boys do recognized as a normal credit subject by the accrediting department of the Illinois Department of Education. Possibly one-half credit will be given to Foremen, and one-fourth to tool boys. Whether credit is granted or not, members of the Foreman's Club will be at their tasks, directing others less experienced in metalwork and woodwork projects such as wood turning, cabinet making, household repairs, machine shop, welding, foundry, and forging.—NAIDENE Goy, Teacher of English, Hinsdale, Illinois, Township High School.

STUDENT COUNCILLORS ROUT TARDY PUPILS OUT OF BEDS

When pupils agree with teachers that tardiness must go, the millennium can't be far away. The student council of John Adams High School, Cleveland, Ohio, not only is unsympathetic with the "10 o'clock scholar" but actually is doing something about it.

Every night a list of late sleepers is handed to two student councillors and next morning at 6:30 they begin calling on the telephone to get sleepy-heads out of bed. If no improvement is noted, offenders are called before the tardiness committee of the council.

The first time a pupil is late the teacher enters his name on a card. For a second offense, the pupil is detained after school. Third offenders must get their parents to sign a card. After that, late-comers and those frequently absent are called before the tardiness committee. "Members of the tardiness committee are much tougher than teachers," says Miss Lena McCann, council adviser. "They just won't accept any excuse."

Honor study hall, conducted by the council, begins at 7:55 a. m. Those with an average below 85 must report at that time. Honor students may omit the first study period.

The anti-tardiness drive was devised by pupils who believe in making student government work, John Adams has more than the average amount of that government, they believe.—GENE KELLY, School Editor, *Cleveland News*, Cleveland, Ohio.

CLUB REALLY HAS THESE JUNIOR HI'ERS DANCING

At the Alfred Vail Junior High, Morris Plains, N. J., we subscribe to the philosophy that "youngsters should be taught to do better those desirable things they are going to do anyway." That's the reason why we list a Dance Club

among our many activities which run the gamut from handicrafts to science and from scouting to art.

The Dance Club grew out of the noon-time dancing program which the student council sponsors on certain days during the winter months, when the stay-for-lunchers can't go outdoors. It was observed several years ago that but a small percentage of the school population were participating in the dancing program, and only a few of those taking part were boys.

When asked why they sat on the sidelines watching the others, the most consistent answer was: "We want to dance, but we're embarrassed because we don't know how."

A "Learn-to-Dance" Club was soon functioning. The organization wasn't overcrowded the first year because, as we learned later, most of the boys and girls thought the instructors were going to teach them steps of the 1920's (or worse) vintage.

But such wasn't the case. True, the members of the fledgling group were taught the basic two-step, the waltz, and the like, but as soon as they educated their feet well enough, they were shown the fundamental movements of the "jitterbug." That did it! From then on, the junior high schoolers, male and female, figuratively stormed the portals to get their instruction.

Confident now in their advisers, the youngsters showed a willingness to try other things and soon they were doing all kinds of group dances from big circle affairs to the "Virginia Reel" and other square sets. They found "Duck Your Oyster," "Darling Nellie Gray," and "Pop, Goes the Weasel" a tremendous amount of fun with even the less socially-polished among them showing no embarrassment at asking one of the opposite sex to take part. This was probably because one feels far less conspicuous doing a square dance with seven others than in the more popular "two-some" type.

Today the Dance Club is bigger than ever before, and that's one measure of the success of the venture. Another can be found in the increase in the number of class and organization dances being run, along with the fact the student council now must set aside two noonhours a week for popular dancing and one day for square dancing, whereas in the past once a week was often more than the "traffic" would bear.—JAMES M. LYNCH, JR., Alfred Vail Junior High School, Morris Plains, N. J.



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STUDENTS PARTICIPATE IN HEALTH SERVICE PROGRAM

Washington High School, Raleigh, North Carolina, offers to seniors a chance to participate in the School-Community Health Service Program. One of the courses which they take is the "School-Community Health Service Course." It is a very popular course, thoroughly practical, interesting to students, with valuable allied activities. Life situations are used as "laboratories." Through observation, work, and study and through carefully planned problems, "Service-Activity" is related to essential learning and understanding.

The numerous factors affecting healthful liv-



"Junior Aids" in Service

ing through especially planned Service-Activity in such "laboratories of life" as the Saint Agnes Hospital, the Shaw University Nursery School, the County Health Department, the Community Recreation Centers, special selected homes, and in the elementary schools of the city, are considered. The students work as "Junior-Aides" in these Services two hours for two days a week, and three hours of discussion, problem-solving, and research in the classroom. A rotation schedule of Service-Activity enables each student to participate in the complete School-Community Health Service Program.

Activities of the course culminate in the sponsoring of School-Community Health Week: a coordinated school-community program with exhibits, plays, posters, movies, athletic contests, a clean-up campaign, and open-house events. Through this course and its allied activities, students are learning one of the most valuable lessons of citizenship—the "know how" in regard to participation in community activities.—M. W. AKINS, Washington High School, Raleigh, N. C.

SURVEY RESULTS IN LIMITATION ON NUMBER OF STUDENT OFFICES

In Anderson, Indiana, High School, in order to remedy the unequal distribution of offices in

various activities, a committee of five was appointed to investigate the situation.

The committee instigated a survey of all who belonged to clubs and organizations and held any offices. This survey inquired of the time spent at club and committee meetings, any secretarial or treasury work, and all other work done in connection with the activities of the organizations. The questionnaire used in the survey was sent to the students involved and also to faculty advisers of the various clubs and activities.

After the survey was completed, the committee recommended in a resolution that a limitation be placed on the number of offices a given student could hold at one time. It was based on a classification system which placed all offices in classes according to the amount of time required to fulfill the duties of the various offices, as indicated in the survey. A set of rules was formulated limiting the number of offices any individual may hold at one time.

The resolution and the rules were voted upon, passed, and subsequently added to the constitution of the student body. It is no longer possible for a few of the best-liked or most outstanding leaders to monopolize most of the offices in the school. Offices are now distributed among students on a more equitable basis, and many more have an opportunity for leadership and service.—MARY LEE LEWELLEN, Student Council, Anderson, Indiana, High School.

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GIRLS' ATHLETIC ASSOCIATION HAS POINTS AWARD SYSTEM

In agreement with leading physical educators, George Washington High School, Alexandria, Virginia, does not have girls' varsity sports; however, the girls can earn a school letter by becoming a member of the Girls' Athletic Association. For this reason, our points are a little more difficult to earn than those of the majority of such organizations. Points may be earned in the following manner:

1. Winner of the class tournament... 10 points
2. Runner-up 5 "
3. Winner of the school tournament... 15 "
4. Runner-up 10 "
5. Shooting 8 out of 10 baskets (foul line) 10 "
6. Serving 5 out of 5 in volleyball.... 5 "
7. Bowling 20 games..... 10 "
8. Swimming ten hours..... 10 "
9. Riding (horseback or bicycles) 10 hours 10 "
10. Ten sets of tennis..... 10 "
11. Ice-skating ten hours..... 10 "
12. Roller-skating 20 hours..... 10 "
13. Table tennis 20 hours..... 10 "
14. Pitching 8 out of 10 strikes..... 10 "
15. Batting the ball 300 feet..... 10 "
16. Five stunts..... 10 "
17. Participation in intramurals..... 2 "
18. Each Monday night of basketball... 1 "
19. Hand walking over and back on ladder 2 "
20. Climbing to top of rope..... 2 "
21. Scissors or parallel bars..... 2 "
22. Double cut-off on parallel bars.... 2 "
23. Spin over on parallel bars..... 4 "
24. Chinning on horizontal bar..... 1 "
25. Five spins..... 2 "
26. Badminton 20 hours..... 10 "

Upon presentation of adequate proof of having earned 100 points during a current school year, a girl is admitted as an active member. Points earned outside of school must be signed for by the person in charge (owner of bowling alleys, life guard at pool, owner of riding stables, etc.). Points for basketball, volleyball, stunts, etc., must be signed by one of the three physical education teachers or by an officer of the Girls' Athletic Association.

Active members must also earn 100 points each school year in order to retain their membership in the organization. The club plans one social and at least one sports activity each month; a business meeting is held once a week and practice for seasonal sports three times a week. The members of the Association sponsor, referee, and score all intramurals. All of these events are conducted outside of school hours.

One of the social events conducted this year was a Hallowe'en party by means of which the Girls' Athletic Association was able to raise

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UP TO 36	30	UP TO 36	30	UP TO 36	30
UP TO 42	36	UP TO 42	36	UP TO 42	36
UP TO 48	42	UP TO 48	42	UP TO 48	42
UP TO 54	48	UP TO 54	48	UP TO 54	48
UP TO 60	54	UP TO 60	54	UP TO 60	54
UP TO 66	60	UP TO 66	60	UP TO 66	60
UP TO 72	66	UP TO 72	66	UP TO 72	66
UP TO 78	72	UP TO 78	72	UP TO 78	72
UP TO 84	78	UP TO 84	78	UP TO 84	78
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enough money to purchase twenty new uniforms for the members of the various teams.

During the year, the girls play three or four other schools, not for the purpose of competition, but to develop a friendliness among the girls and an ability to feel at ease in various situations. They also have a game with the school winners of each intramural sport.

As can be seen from the points listed, the club was not organized to exploit the natural athlete or those particularly skilled in the techniques of games, but rather to develop an all-round participation in all sports and sufficient carry-over to provide enjoyment for leisure time activities in later life. Individual techniques and skills of games are learned after the girls become active members.—MRS. JANE GREGORY, Physical Education Department, George Washington High School, Alexandria, Virginia.

A SCHOOL-COMMUNITY SERVICE COMMITTEE

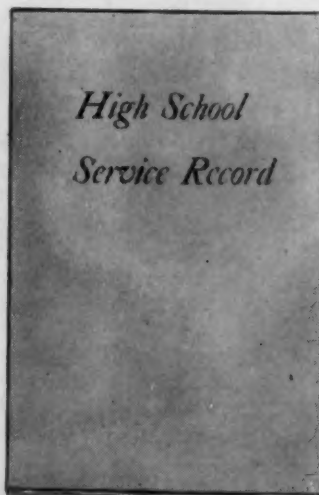
For several years the University School of Ohio State University has had a Building and Grounds Committee. During the war years, there was a War Activities Student Committee. Last year the functions of these two groups were made a part of the responsibility of a newly-organized committee—The School and Community Service Committee.

Two representatives of each secondary school grade make up the new committee. The group has accepted as its responsibility the co-ordinating of services and activities of the student body. Giving clothing at Christmas time, sensitizing students to the world food crisis, acting as a clearinghouse on jobs, both group and individual, and encouraging students to take care of the building and grounds are illustration of the type of activities in which the committee engages.

The possibilities seem unlimited for a committee of this type to give real leadership in making students more socially sensitive. The visits which have been made to the Franklin County Orphans Home is an illustration of one project which seemed highly successful.

Through the co-operation of the Junior Red Cross Headquarters in Columbus a trip was arranged on a Saturday morning to the Orphans Home, where committee members became acquainted with the boys and girls and with their problems of living. As an outgrowth of this trip a Talent Program was organized and presented at the Home. The children of the Home thoroughly enjoyed the program but, just as important, the fifteen students who participated from the University School had an experience which was undoubtedly highly educative. —ROBERT S. GILCHRIST, the University School, Ohio State University, Columbus.

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TOPEKA, KANSAS

ITEMS IN BRIEF

In the Springfield, Massachusetts, Schools, bands have been organized in all elementary, junior, and senior high schools. As a means of co-ordinating the bands and all other musical organizations of the city a Musical Council has been organized. Composed of students and teachers, the Council acts in matters of policy as well as in routine matters that go into making up a smooth-running organization.

Miss Carmen Norma Monroy, Principal of a school in Mexico City, spent six months a few years ago studying in the United States under an Intern Fellowship awarded by the United States Office of Education. While here she was particularly impressed by extracurricular activities in schools of this country. Returning to Mexico City, she has been introducing some of the activities she learned about into schools there. She reports that the Mexican children are very enthusiastic about them.

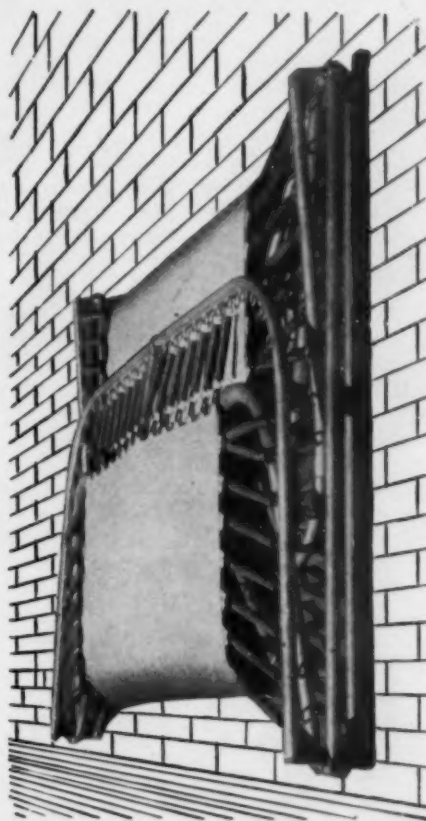
A casting office which has a census of talent in the school has been set up in the South Philadelphia High School for Girls. The project was started in order to improve assemblies. Registration of all girls who have talent suitable for programs was the first step. Following this registration, programs were arranged. The project is a cooperative activity of students and teachers.

The student council of Grand Prairie, Texas, High School sponsors a night study hall on Wednesday nights from seven until nine. The plan was adopted because some students do not have access to the library or typing room during the day. Those in charge of the night study hall are volunteers from the council.

In the Anaconda, Montana, High School the music teacher uses a song chart as a device for inspiring her students. Each class has a different name—period one are the "Sharps," period two, the "Flats," etc. Stars are placed on the chart, and each class tries to get the most stars. To get a star, the class must do an assignment perfectly. The class which earns the most stars over a given period wins a prize.

At the Roosevelt High School, Seattle, Washington, is the "New-comers Club." Its purpose is to introduce new junior and senior girls into the swing of activities. Girls from all over the country are members of the club, and they all have high hopes for the new activity.

More than 8,000 Port Orford cedars have been planted by the Coos Bay, Oregon, High School students in the Cape Arago State Park, the Oregon Forestry Department reports. More than 100



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students participated in this reforestation project.

In the drive for the sale of bonds last year at the Colin Kelly Junior High, Eugene, Oregon, one class had a unique idea. Why not buy a bond for Colin Kelley? This eighth grade class aroused the interest of other eighth grade classes, and soon the bond was a reality. Along with the money-raising, the eighth grade challenged the seventh and ninth grades. The challenge was accepted—Colin Kelly now has six bonds.

An activity which has grown rapidly in the past two years is the school bank. Organized for the purpose of promoting thrift and a saving program in secondary schools, thousands of school banks have been started in co-operation with local banks and other organizations.

A True Story

(Continued from page 120)

before mine. It now says, "Time for bed, Jean. Time for bed, Herman." (Jean and Herman skip out of the room saying, Goodnight, Mother dear, we'll see you Christmas morning.) Goodnight, children.

CURTAIN

Assembly programs should either grow out of classroom work or stimulate further work. My ideas for using this play will, I think, meet these requirements. I would not advocate the use of it at all by simply giving the speaking parts to individuals and with the teacher selecting the songs and having them learned especially for this use.

Comedy Cues

RESPONSIBILITY

Employer: "For this job we want a responsible man."

Applicant: "Everywhere I've worked when anything went wrong, they said I was responsible."

—*Wisconsin Journal of Education*

SUGGESTION

The foreman believed in getting the workers to cooperate with him. In an effort to inspire them to an even greater output, he called them together for consultation.

"Whenever I enter the workshop," he said pleasantly, "I want to see every man cheerfully performing his task with as much speed as possible. Now, I am going to place this box by the door, and I want you to place in it any ideas you have as to how we can bring this about."

A few days later he opened the box to find

one solitary piece of paper. On it was written: "Take the rubber heels off your shoes."

When a flood washed out the railway line to a small city where he was scheduled to make an address, former vice-president Charles G. Dawes telegraphed the chairman of the committee: "Cannot arrive on time. Washout on line." He was nonplussed to receive the immediate answer: "Never mind wash. Buy another shirt at our expense and come anyway."

LATIN LAPSE

A high school student handed in the following as the principal parts of a Latin verb:

"Slippeo, slippere, falli, bumpus."

The returned paper read:

"Fallio, failere, flunco, suspendum."

POLITENESS

Mother: "Now, Junior, be a good boy and say 'Ah-h-h,' so the doctor can get his finger out of your mouth."—*Balance Sheet*

WHEN FATHER FAILED

Tommy looked up from his book and asked, "Father, is it true that a man is known by the company he keeps?"

"Yes, sonny." "Well, father," asked Tommy, "if a good man keeps company with a bad man, is the good man bad because he keeps company with the bad man, or is the bad man good because he keeps company with the good man?"

—*The Kablegram*

Three-year-old Willie had taken his mother's powder puff and was making himself up, as he'd see her do. His five-year-old sister came in, looked at him a horrified moment, then snatched the puff from his hand.

"Only ladies use powder," she scolded. "Gentlemen wash themselves." —*Wall Street Journal*

FOR PARENTS ONLY

Big Sister: What's the idea of wearing my raincoat?

Little Sister: You wouldn't want me to get your new dress wet, would you?—*The Furrow*

How Do I Do?

One psychology professor meeting another psychology professor, greeted him with, "Well, well. You're fine. How am I?"—*Michigan Educational Journal*

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